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ABSTRACT

A study is reported which sought to describe proprietary education in Georgia as it existed in the fall of 1974 through the spring of 1975, based on a mailed questionnaire and other communication with State agency and school representatives responsible for proprietary education. Following an introduction, which emphasizes a need for relating proprietary education to the rest of postsecondary education, a second section discusses historical background, a definition of proprietary schools, and some positive aspects of proprietary education. Section 3 presents a national overview and the results of the Georgia survey including information on programs and enrollments, students, cost-to-students, job placements, and future earnings. A final section lists recommendations for proprietary schools in Georgia, for State agencies and institutions, for Georgia law, standards, and guidelines, and for the Georgia Postsecondary Education Commission. An appendix contains data tables, a list of proprietary schools in 1975, the survey instrument, legal definitions, and a description of survey methods. (JT)

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Georgia Postsecondary Education Commission

PROPRIETARY EDUCATION IN GEORGIA

1974-1975

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CE 010 850

Georgia Postsecondary Education Commission

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ATLANTA, GEORGIA 30305

December 15, 1976

GEORGE BUSBEE
Governor

W. ASBURY STEMBRIDGE
Chairman

DR. ROBERT J. LEONARD
Executive Director

LETTER OF TRANSMITTAL

The Honorable George Busbee
Governor, State of Georgia
State Capitol
Atlanta, Georgia 30334

Dear Governor Busbee:

It is with great pleasure that I submit herewith the Commission's first of six comprehensive studies currently scheduled in the development of a statewide plan for postsecondary education in Georgia. This report on private vocational, occupational, and career education in Georgia was designed to fill a large information gap and to clear the air about this active and heretofore relatively little understood sector of after-high-school education in Georgia.

The proprietary school industry has been an exceptionally difficult area to study in a systematic fashion. The work was essential to the Commission's task of examining all resources in the private sectors that have particular meaning to state-level planning in the public sectors.

The report includes sixteen recommendations that, in the considered view of the Commission, represent a balance between ways in which the industry can provide improved programs to the public, and ways the State of Georgia can assist the opportunities for Georgia citizens to become aware of and obtain postsecondary experiences.

The actions recommended in this report are consistent with your policy to maintain the dual system of private and State supported education, and to broaden opportunities for needed vocational, technical, occupational, and career education throughout the State. Some of the conclusions are considered progressive if not argumentative. The Commission feels that if the recommendations are viewed from a total perspective, whatever action you choose to support will surely result in a considerably improved system for the citizens of Georgia.

Respectfully submitted,

W. Asbury Stembridge

W. Asbury Stembridge

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SUMMARY

This report involves more than the tabulation of responses to a survey instrument. It was designed and administered by the staff of the Georgia Postsecondary Education Commission (GPEC) in the spring of 1975 for the generation of statistical tables from questionnaire data, analysis and interpretation of findings, and recommendations based on additional staff research. The report presents data which are based on the results of the original survey, plus estimates derived from combining a stratified sample of nonrespondents with findings from the original survey.

The following is a summary of the findings regarding programs and students in proprietary schools in Georgia.

- As of March, 1975, there were 216 operating proprietary postsecondary educational institutions in Georgia, with a total student enrollment of 24,164. The average enrollment was 112 students per institution. Nationally, about 8,000 proprietary schools enroll from three to four million students each year. The estimated full-time equivalent enrollment for postsecondary proprietary schools nationwide is 1.5 million.
- According to estimated tuition income, proprietary education in Georgia is approximately a $50 million a year industry (in tuition turnover) as compared to the national annual tuition income of one billion dollars for the industry as a whole.

- Of the total number of students, 66 percent were enrolled either in the Certification Preparation or in the Designated Creative Activities programs.

- The average cost of most program offerings was $124 per month. More than 50 percent of the program offerings required from six to 12 months to complete.

- Some ten percent of the schools received support from either State or Federal sources.

- The graduates of Business programs, which provide training for the fields of marketing, accounting and sales, earned substantially more over a five-year period than the graduates of the other programs.

- The schools reported that the growth in income over a five-year period for a person graduating from either a Certificate Preparation or Designated Creative Activities program was approximately 30 percent.

- Fifty-two percent of the proprietary industry in Georgia was not accredited by a nationally recognized accrediting agency. Approximately two-thirds of the students, however, were enrolled in accredited programs.

- Four of the reporting proprietary schools provided residence facilities. One institution provided housing for males.

Students in proprietary schools account for approximately 14 percent of postsecondary education enrollment in the State of Georgia. More planning data regarding these schools must be compiled if the full effect of these services and resources is to be realized. Furthermore, in order to address properly the responsibility of GPEC in the planning for the utilization of statewide resources, data regarding the cost effectiveness of these schools should be established. The GPEC staff plans to conduct further surveys to obtain the data required for effective planning. This survey is addressed in recommendation 17 in Section IV of this report.

The 1975 survey provided a base for development of further proprietary postsecondary education surveys. Data compiled in that survey should be supplemented with other data, such as availability of facilities and staff, employer attitudes, student attitudes, parental attitudes, and placement of graduates, determined by the Commission to be essential in discharging its planning responsibilities.

Since the Georgia Postsecondary Education Commission is concerned with all postsecondary education in Georgia, it is important that it not only receive current data regularly from all proprietary schools, but that it receive additional data not covered in this survey. The type, nature, and size of facilities and staff available, in relation to current utilization, are important data for statewide planning. However, in view of the traditional difficulty in obtaining information on a voluntary basis, it is doubtful that more data or a better response rate could be achieved under existing circumstances.

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SECTION I

INTRODUCTION

In order to conduct comprehensive planning, the Georgia Postsecondary Education Commission (GPEC) must study all sectors of postsecondary education equally and objectively. This report examines the proprietary sector and is the result of 15 months of communication with State agency and school representatives responsible for proprietary education in Georgia.

Need and Purpose of Study

The purpose of this study is to describe proprietary education in Georgia as it existed in the fall of 1974 through the spring of 1975.

The problem addressed here is that traditional postsecondary education in Georgia has not related directly to proprietary schools. Specifically, proprietary schools have not been considered in local, State, or Federal planning for postsecondary education, despite their increasingly recognized effect upon higher education. Such a lack of focus is due, first, to an underestimation of proprietary schools in relation to other sectors of postsecondary education and, second, to the absence of proprietary information useful for postsecondary planning. Therefore, the Commission, proprietary school directors in the Georgia Private School Association, State officials, and representatives of the general public concurred that a statewide survey of proprietary schools at the postsecondary level was needed to establish an initial data base

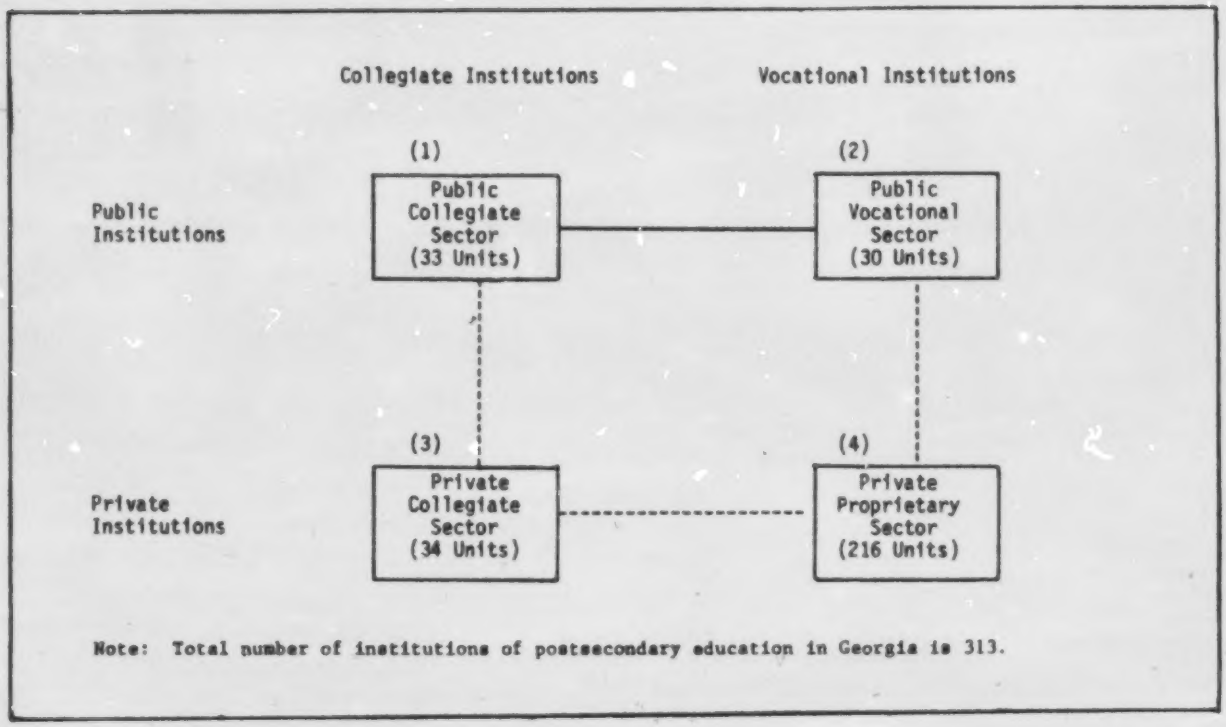
and to provide some benchmarks for more comprehensive analysis.

Because the Commission's planning mandate is to analyze how the various postsecondary sectors can best provide educational opportunities to the State's citizens, this study represents an effort to describe the proprietary sector in relation to the wider complex of postsecondary education in Georgia. Through a statewide survey, a statistical profile of the proprietary industry as it existed in the fall of 1974 has been developed. The information is viewed in relationship to the Georgia Proprietary School Act of 1972 (Georgia Code, Chapter 32-23B), and the data are compared to information available in other sectors of postsecondary education. This initial study is one of a series of annual inventories planned to gather information from the proprietary sector complementary to, and compatible with, data from other sectors.

Postsecondary Education in Georgia

In this report, postsecondary education is perceived as consisting of four sectors of institutionally-based instruction and occupational training. Two of these sectors are supported primarily with State revenues and two are, for the most part, privately supported. The four institutional sectors as of 1974-75 were: (1) the public collegiate, including 32 units of the University System of Georgia and DeKalb Community College; (2) the public vocational-technical, including 23 area vocational-technical schools, two State-operated residential vocational-technical schools, four nursing education centers under the supervision of the State Department of Education, and DeKalb Area Technical School; (3) the private collegiate, including 34 independent, non-profit colleges and universities; and (4) the private proprietary, including 216 vocational, technical, and occupational, and in a few instances, degree granting

Diagram 1.1 - Four Sectors of Postsecondary Institutions Offering Education and Training in Georgia, 1974-75



Note: Total number of institutions of postsecondary education in Georgia is 313.

schools which provided career training and instruction on an entrepreneurial basis. (See Diagram 1.1.)

The institutionally-based concept of postsecondary education in Georgia embodies more than educational and training activities as defined in the four institutional sectors described above. For example, it is debatable whether some learning activities are more educational (academic or vocational), or more avocational-recreational undertakings. Other examples of educational activities include in-house training programs conducted by business, industry, trade and professional organizations. Some examples also include public manpower training programs, music training, schools for the performing and martial arts, and other activities at the postsecondary level. Also included in the broader concept would be a dozen professional nursing programs not affiliated with colleges. Except for the medical profession, very little research is being conducted in these areas. Yet, such educational activities may be considered to be postsecondary in nature.

Perspectives on Postsecondary Education

For an understanding of the context in which proprietary education functions, two models of after-high-school education will be considered in order to identify some of the broader issues. The term "model," as used herein, means an abstract perspective rather than an ideal or utopian situation.

In the public model, policy-makers have traditionally focused their attention on the State-supported vocational-technical schools, two and four-year colleges, professional schools, and universities. They have done this for good reason, since about 75 percent of the funds for maintaining

the State college system comes from public revenues, and the largest proportion of students are enrolled in the public sectors. In this model, the private sectors have been considered to the extent that they have been allotted public monies in the form of State Tuition Equalization Grants, the Incentive Scholarship for Georgia students, Federal institutional aid, various Federal student assistance grants including veterans benefits, and other categorical program funds. With the exception of some cooperative endeavors among a few institutions, comprehensive postsecondary planning which included the private sectors has been minimal.

In the postsecondary model, policy-makers and State planners direct their attention toward all sectors of postsecondary education: public and private, collegiate and occupational. In this model, it is assumed that State-supported sectors have more resources than the private sectors, and it is also assumed that all sectors directly determine the services and opportunities provided to citizens. Most significantly, the postsecondary model suggests that there are many and varied resources in all sectors, and that effective planning includes and encourages the development of all these resources to the fullest extent possible.

The postsecondary model further suggests that all sectors share the responsibility for providing quality educational services. The various sectors, and the various institutions within these sectors, are recognized as having different roles and missions to perform if the total mix of needs and demands for postsecondary education are to be met adequately. The model suggests that public policy should encourage postsecondary institutions not only to fulfill their individual missions according to their best capabilities, but also to serve the public as members of a team, fully cooperating under a broad set of mutual statewide goals for postsecondary education.

The postsecondary model, then, would charge those concerned with statewide planning to consider all sectors equally. This means that, in the technical process of planning itself, comparable data would have to be analyzed within and across institutions in all postsecondary sectors in order to determine to what extent each sector was contributing effectively and economically to the State's total postsecondary educational needs.

It is becoming increasingly apparent that states can no longer afford to develop the public educational sectors without exploring alternatives involving the private sectors. This is particularly true when estimates show that the average total cost of educating a student at a State-supported college may be more than that of educating a student at a private college. The neglect of resources in the private sectors has historically led to unnecessary overlap and unproductive competition in educational services. The effect of an over-reliance on public education has led to ever-increasing costs to the taxpayer and the student. This study takes the postsecondary rather than the public perspective.

It is necessary to identify a workable definition of proprietary schools before examining their role in the total postsecondary system.

SECTION II

BACKGROUND

There is no nationally agreed-upon conceptual, operational, or legal definition of what a proprietary school is. This situation is due to the variation in types of schools offering postsecondary education and occupational training on a private, profit-seeking basis. However, a review of the present legal definition of a proprietary school in Georgia presents some basic concepts. A more comprehensive and realistic definition is constructed from the data presented in this study.

Definition of Proprietary Schools

An institution which qualified as a postsecondary proprietary school in this report included any private learning facility where at least half of the operational activities directly involved the education or training of adult Georgia citizens after their high school experience. Other factors taken into consideration in this definition included the degree of the school's permanency, the school's awarding of certificate or diploma or other formal recognition of course completion, the school's commitment to train or upgrade occupational or career skills, and the school's educational mission.

According to the Georgia Proprietary School Act of 1972, a proprietary school is a business enterprise which offers course work through classroom instruction or correspondence, for profit or not for profit, for the purpose of training a person for an occupational field of endeavor. A

description of the important sections of the 1972 law appears as Appendix D of this report. A unique aspect of the Georgia law is that it includes non-profit schools under its definition of proprietary schools, and in that respect the law differs from that of other states.

Although the Georgia law never specifically defines a non-profit proprietary school, it is possible to construct a logical definition that is consistent with the law. Information obtained from the survey indicates that a non-profit proprietary school may be defined as one which charges tuition, on a cash basis, in an amount which would provide for an excess of revenues over expenditures, and one in which the excess revenue would not be shared by directors, owners, partners, agents, or other institutional representatives. Profits which are derived from tuition would be allocated specifically for the school's equity as capital for investment and institutional development. The test of the non-profit status of a proprietary school is fixed management salaries. The point is that some proprietary schools are not profit-seeking. Not only do a number of proprietary schools in Georgia charge tuition on a non-profit and eleemosynary basis, but several of these schools come under the Georgia Proprietary School Law.

Before discussing the status of proprietary education in the fall of 1974 through the spring of 1975, it would be helpful to highlight the historical development of proprietary education in Georgia.

Historical Developments

The Commission's research indicates that proprietary occupational schools have existed in America since the colonial period and, most likely, Georgia had such schools in the form of apprenticeship programs, private

tutoring, and finishing schools. The present study included one Georgia school that has been in existence for more than fifty years. The proprietary school industry came of age after the Civil War because higher education in the public sectors, which was largely committed to the classic arts and sciences, had failed to provide training for the country's expanding commercial structure resulting from the technological revolution.

In September, 1969, a group of proprietary school representatives, led by Mr. Fred W. Rich, formed the Georgia Private School Association, a loose confederation of school owners which speaks for the proprietary industry as a whole. The Association lists about two dozen dues-paying members, and strives to represent and promote the best interest of the industry and the consumer through an informed and active membership.

In 1972, proprietary schools became recognized components of post-secondary education simultaneously through both Federal and State law. The Federal law made it possible for proprietary school students to be eligible for funds under several Federally-supported student aid programs. Proprietary school students in various states are eligible for funds under the Basic Educational Opportunity Grant (BEOG), National Direct Student Loan (NDSL), Supplemental Educational Opportunity Grant (SEOG), College Work-Study (CWS), Guaranteed Student Loans (GSL), and the Federally Insured Student Loan (FISL) programs. Other Federal programs through which proprietary students can obtain aid include the Rehabilitation Act (REHAB), Comprehensive Employment Training Act (CETA), and veteran and Social Security benefits. Several of these programs require State matching funds, and therefore the State is given latitude to decide whether proprietary school students are eligible. Proprietary schools were also made eligible for program funds, on a contract basis, under the Fund for the Improvement

of Postsecondary Education (FIPSE), authorized by Section 404 of the General Education Provisions Act, as amended in 1972.

In the same year, Chapter 32-23B of the Georgia Code made all proprietary schools, exept those specifically exempted, subject to regulation by the Georgia State Department of Education. This Act gives the State agency the authority to approve or disapprove of a proprietary school's operating in Georgia according to 108 standards. As of January, 1974, 84 proprietary schools were approved for operation in Georgia.

When the Georgia Postsecondary Education Commission was created by Executive Order of the Governor in 1974, it elected to study proprietary schools as one of its top priorities. In that same year, the State Advisory Council on Vocational Education also declared proprietary education a priority on its agenda and agreed to coordinate its inquiry with the efforts already underway by the Commission.

At its December, 1975,meeting, the Steering Committee of the Southern Association of Colleges and Schools voted to allow non-academic proprietary schools to apply for accreditation under its Commission on Occupational Education Institutions. This new policy has been coordinated with the National Association of Trade School accreditation process, and several proprietary schools in Georgia have begun the process of obtaining accreditation on the same basis as public vocational-technical schools. The concept of proprietary school accreditation by the Southern Association of Colleges and Schools was discussed earlier in the Commission's Planning Committee meeting of July 17, 1975.

In February of 1975, the Georgia House Subcommittee on Private School Certification held a series of hearings and special meetings to

consider draft legislaticn of H.B. 2014 which would more effectively have regulated the operation of proprietary schools and the chartering of private schools and colleges in Georgia. The initial intent of this legislation was to designate an appropriate agency to administer both the Georgia Proprietary School Act of 1972 and the certification authority established in 1937, and to consolidate and update legislation currently existing in the Georgia Code, Chapters 32-23B, and 32-4, Section 32-415. The proprietary school law under Code 32-23B has the same agency overseeing the 30 public vocational-technical schools and nursing centers that regulates the 84 private Georgia proprietary schools. Under authority of Georgia Code, Section 32-415, the agency approves or disapproves proprietary schools and private colleges for obtaining charters granting the right to confer degrees or issue diplomas. That agency, under Section 32-415, has approved for charters only four private colleges and six proprietary schools since 1937. The first draft of H.B. 2014, entitled the "Postsecondary Education Act of 1976," attempted to update and consolidate the two laws, while the second draft changed the administering agency from the State Department of Education to the Georgia Postsecondary Education Commission. The third and final draft excluded all proprietary schools and restored the State Department of Education as the State administrator. H.B. 2014 died on the floor of the 1976 General Assembly, but not without promise of resubmission in the 1977 Session. As it stands now, the State Department of Education regulates proprietary schools in Georgia by approving their operation (32-23B) and certifying for charter (32-415).

Current Federal draft legislation, known as the Higher Education Amendments of 1976, will reauthorize the Higher Education Amendments of 1972. This legislation proposes to increase proprietary school participation

in Federally-funded programs and to increase proprietary school representation on State planning and advisory boards. After testifying before the House Special Subcommittee on Postsecondary Education, the Commission is awaiting final passage of this legislation, which is scheduled to take effect, retroactively, on July 1, 1976. The anticipated legislation (currently known as H.R. 12851 and S. 2657) is expected to further infuse proprietary education into the mainstream of postsecondary education. Should the proposed legislation become law as expected, it will serve to supplement a planning process already underway in Georgia.

Some Positive Aspects of Proprietary Education

There is currently a great deal of public discussion about the merits of "education-for-profit," based upon disclosure of the West Coast school scandal, the University of Marietta (Georgia) operations, and the high degree of defaults on the part of proprietary school students in the Federally insured guaranteed student loan program, as some examples. Since the last section of this report attempts to identify some of the problems affecting the proprietary industry in Georgia, an objective understanding of the whole situation requires reference to the many positive aspects of proprietary education generally.

One of the most significant contributions the proprietary industry has to offer relates directly to its main function of occupational training. Proprietary schools aim to prepare people of all ages for jobs by equipping graduates with a marketable set of skills, usually within six months or a year. Proprietary schools compete directly with public junior colleges, community colleges, and vocational schools that offer similar programs on a non-tuition basis. Studies by W. W. Wilms of Berkeley's Center for Research

and Development in Higher Education and the staff of the American Institute for Research, Palo Alto, California, indicate that proprietary school graduates obtain employment in their chosen fields, and obtain salaries in the job market, commensurate with that of graduates of public vocational schools and colleges. The Federal government shows that it recognizes the benefit that effective and efficient proprietary training can provide to the unemployed by enabling certain proprietary schools to be eligible to participate in Federal training programs such as those under the Comprehensive Employment Training Act (CETA), the Comprehensive Employment Program, and the Manpower Development Training Act.

Another positive aspect of the proprietary industry is its adaptability to market demand. This means that proprietary schools must meet the needs of the consumer if they are to stay in business. Proprietary schools are not only quick to serve new markets, but are able to shift resources when market demand for certain programs declines. A proprietary school cannot survive for long if it continues producing graduates for whom there are no jobs. An example of the industry's market responsiveness appeared in northern California in the late 1960's when the aerospace industry declined. Because the job markets had great surpluses of electronics technicians, most California proprietary schools that taught electronics had scaled down or eliminated their programs by 1971. The State's junior colleges, however, kept on producing electronics technicians for whom there were few jobs.

An obvious example of the adaptability to market-shifts of proprietary schools is the recent trend for new and existing schools to open or relocate in suburbia. Interviews with school directors indicate that this trend is due to their schools' desire to provide service where their potential customers are. Due to proprietary schools' anticipation of market

demands, they are often at the cutting edge of experimentation with new programs and teaching methods.

Because proprietary schools concentrate on job training within the shortest time span and least costly way possible, the student's amount of deferred earnings while enrolled is less, and thus greater long-run savings to the consuming public are realized. The proprietary student is generally more likely to recover the total investment of the training received quicker than the student enrolled in a less concentrated and more lengthy public program.

Another important dimension of the social contribution of proprietary schools is the fact that they are a tax-paying rather than a tax-exempt or tax-supported sector. Proprietary schools pay a series of taxes to local, State and Federal governments on property, financial transactions, and income due to profits (which, nationally, averages about ten percent of total income). This aspect of proprietary school operations results in a considerable benefit to the tax-paying as well as the tax-benefiting public.

Because proprietary education focuses more on applied rather than theoretical learning, benefits accrue in the classroom as well as in the business office ledgers. Teachers generally spend longer hours in teaching than in conducting research for professional publication. Teachers are more constantly evaluated by their students, and they usually receive less pay than those in public institutions; and they have no tenure system. The demands of the industry require that teachers be practitioners in their field, and that they utilize innovative and non-traditional teaching methods. Teachers must be craftsmen or professionals who have direct knowledge of what is expected of their students

on the job. The business of providing job training for a modest profit also requires a minimal level of administrative overhead, which accounts for the nonbureaucratic nature of proprietary education.

An often unrealized positive aspect of proprietary schools is their high degree of regulation, particularly in areas not applicable to other sectors of postsecondary education. Today, the vast majority of private proprietary schools are incorporated businesses and, unlike schools in other sectors, are thus subject to all the statutes involving corporations in the State. In addition to being regulated externally by the State Department of Education, they are also subject to the rules and regulations established by the Federal Trade Commission, the Internal Revenue Service, and consumer protection agencies, as well as to other business codes in addition to State and Federal education authorities. Fiscal management, recruiting, and advertising practices, in addition to program content, are highly regulated. According to the 1973 annual report of the Carnegie Commission, the tightening of regulations by 41 states for the award of proprietary school degrees runs counter to the general trend of relaxed degree requirements in other sectors of postsecondary education. With this background view, the report will focus on proprietary education in Georgia as it appeared after the Commission's 1974 survey.

SECTION III

SURVEY RESULTS

This section summarizes the status of proprietary school education in Georgia by detailing the more significant findings of the Commission's mailed questionnaire. It also attempts to relate these findings to the wider context of postsecondary education.[2]

National Overview

During the past ten years, proprietary school education has emerged as an issue of major interest in postsecondary education. The movement was given renewed impetus by the Higher Education Amendments of 1972, which included two important directives regarding vocationally-oriented education: (1) that proprietary schools be represented on the "1202 Commissions" which are responsible for development of statewide plans of postsecondary education within individual states; and (2), that students enrolled in proprietary schools be among the students eligible for Basic Educational Opportunity Grants, the largest Federal student aid program.

The movement has been given further emphasis by public calls for accountability in education and the availability of alternatives to the traditional model of postsecondary education. This is evident in several recommendations of the Carnegie Commission on Higher Education in 1973. The Commission recommended that all states insure citizen access to various kinds

[2]This section relies heavily upon the June 14, 1976 report by Dudley W. Gill and Associates.

of postsecondary institutions.

Although the postsecondary education establishment is beginning to take a new look at the proprietary school as an integral part of after-high-school education, the chasm between the two entities is reinforced by a lack of data. However, the National Center for Education Statistics recently released the first directory of public and private institutions which offer occupational programs.[3] The Center estimates that there are 11,731 postsecondary institutions in the United States which provide vocational programs, and that 8,279,or 70.6 percent of these,are proprietary schools.

The state 1202 Commissions were established in 1974 in response to the national movement toward the development of a statewide approach to postsecondary education. The purpose of the Commissions was to initiate long-range planning and the procurement of Federal funding for the enhancement of all postsecondary institutions in the states. The Commissions are structured to insure that all forms of after-high-school learning, including the proprietary education sector, are considered in the development effort.

Survey of Georgia Proprietary Education

In March, 1975, GPEC launched a survey of an initial list of 293 putative proprietary schools in order to obtain a profile of occupational education in the State of Georgia. Of the initial list, 216 were estimated to have been existing at the time the survey was administered.

The survey was designed to obtain four kinds of information. Data were gathered on programs, students, enrollments, and cost-to-students. The program information related to ten broad categories:

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[3]Evelyn R. Kay, Directory of Postsecondary Schools With Occupational Programs, 1973-74, (Washington, D.C.: National Center for Education Statistics, 1975).

Business, Certification Preparation, Designated Creative Activities, Environmental, General and Others, Human Services, Paraprofessional, Skilled Clerical, Technologies, and Trades. The specific kinds of programs included in these categories are defined in Appendix C.

In order to insure that the data collected were representative of all the proprietary schools in Georgia, the Commission made every effort to obtain a high response rate, including follow-up letters, telephone calls, and visits. These efforts resulted in the receipt of completed surveys from 104 of the estimated 216 proprietary schools, for a universe response rate of 48 percent.

Commission efforts to identify the estimated 216 proprietary schools resulted in documenting the name, address, telephone number, and principal owner of 190 schools. Of the 104 schools which returned completed surveys, 15 responded too late to be computerized for this report. The survey response rate for the 190 schools identified was thus 55 percent.

In order to apply general statements from data reported by the 89 respondent schools to the totality of proprietary schools in the State, a telephone survey of the nonrespondents was conducted in November, 1975. Thirty of the 101 late and nonrespondents were randomly selected. Data were collected from each of these schools regarding three indicators: whether or not the school was open and operating, the enrollment, and the date of establishment. The response to this survey of nonrespondents was 100 percent.

Findings and conclusions presented in this section are based on the systhesis and analysis of data collected in these surveys. Taken together, data collected from both the 89 fully respondent schools and the random sample of 30 of the 101 late and nonrespondent schools provide a representative

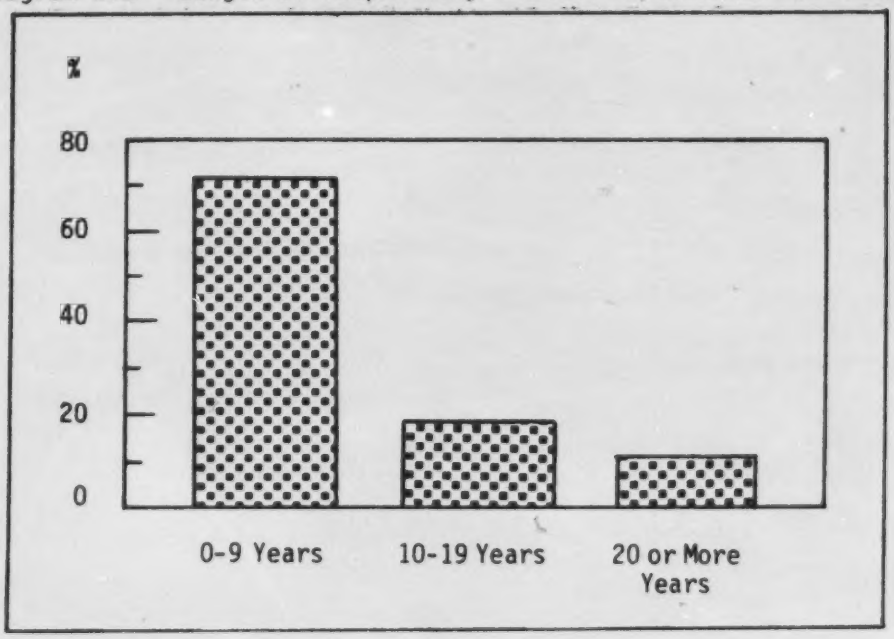
profile of the proprietary school industry in Georgia.[4]

Proprietary Schools in Georgia

The estimated number of 216 proprietary schools in Georgia range in size from five to 2,500 students. Seventy percent of the schools have enrollments of less than 100. One-third of the schools have enrollments of less than 25. This would indicate that these institutions are mostly single program schools, and that they probably target their programs to a particular type of student or to a particular employer need, or both.

Sixteen percent of all the institutions operate both in and out of the State of Georgia, but fifty percent of the schools that offer Trades programs operate both in and out-of-State. Two of the schools surveyed are registered in Georgia but do not conduct programs in Georgia.

Diagram 3.2 - Length of Proprietary Schools' Operations in Georgia.



[4]The specific methodological procedures used herein appear as Appendix E of this report.

Most of the schools have been operating for less than ten years. The great increase in schools during the past ten years is probably due to the expansion of business and industry in Georgia during that period which created a demand for employees with skills that the proprietary schools attempted to provide. (See Diagram 3.2)

Slightly more than half of the institutions are not accredited by a nationally recognized agency. However, two-thirds of the students are enrolled in accredited programs, indicating that a significant proportion of students probably have specific career objectives that require accredited training.

Ten percent of the institutions claimed to receive support from either Federal or State sources. This is probably a reflection of past attitudes toward providing public funds for profit-seeking educational institutions.

Only four institutions reported that they had housing facilities for students.

Programs and Enrollments

Enrollment in the 216 proprietary schools is estimated at 24,164. Eighty-four percent of the schools offer only one program, which is indicative of the specialized nature of these schools. Ten percent offer two programs; four percent offer three programs; and two percent offer five programs. Since the average enrollment is 112 students, this tendency to specialize in only one program is to be expected.

Two program categories, Certification Preparation and Designated Creative Activities, enroll two-thirds of the students. Forty percent of the students are enrolled in the Certification Preparation programs. These programs are designed to assist persons to attain certified credentials for

participation in specific occupations such as commercial flying, barbering and hair styling. Twenty-six percent of the students are enrolled in the Designated Creative Activities programs which provide training in modeling, cosmetology, interior design, and dog grooming.

Table 3.1 - Estimated Enrollment in Nine Program Categories in Rank Order

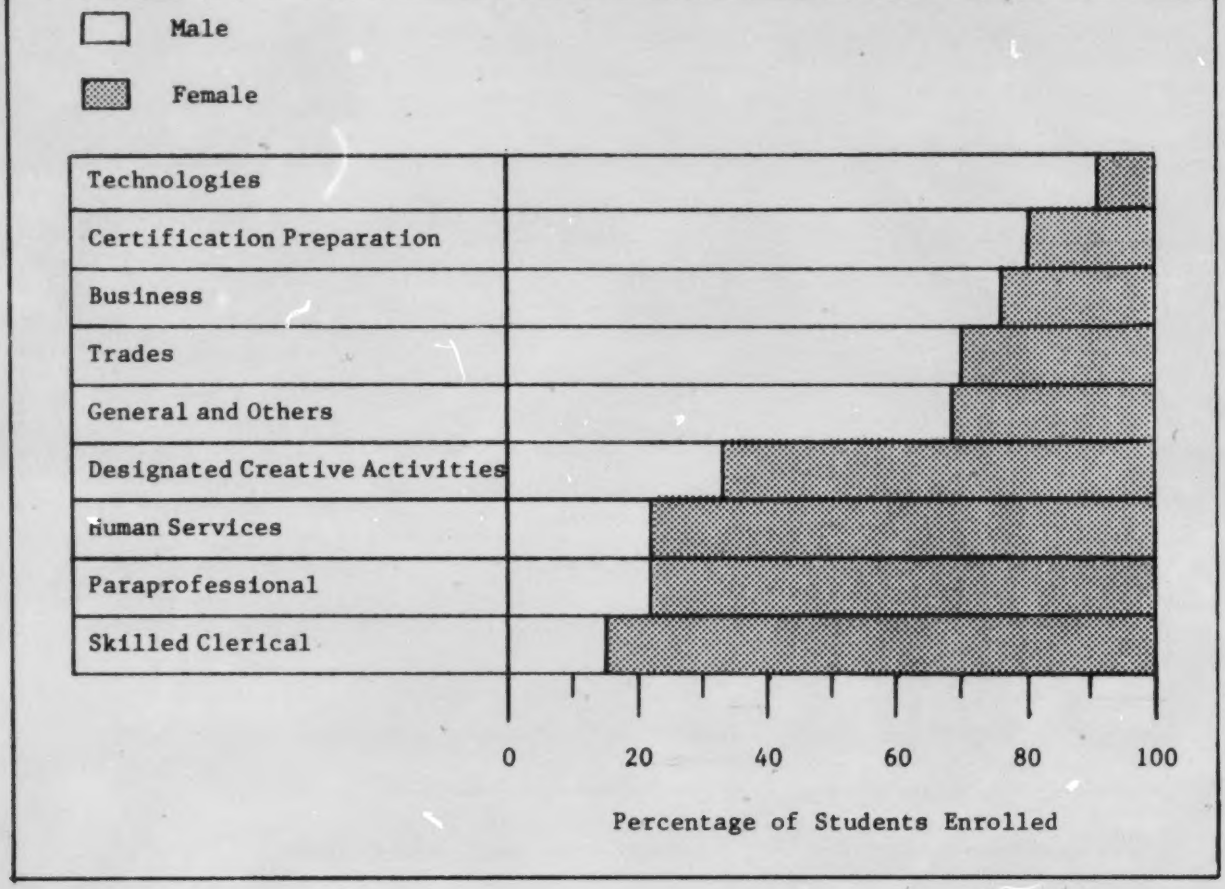
Program	Number	Percent
TOTAL	24,164	100
Certificate Preparation	9,703	40
Designated Creative Activities	6,201	26
Technologies	3,248	13
Trades	1,935	8
Business	1,548	6
General and Others	684	3
Skilled Clerical	508	2
Paraprofessional	314	1
Human Services and Environmental	23**	*

* Less than 0.5 percent

** Survey data do not allow estimating enrollment in Human Services and Environmental programs. The enrollment of 23 shown represents the enrollment of the one school of Human Services uncovered during the survey.

Approximately two-thirds of the total enrollment is male and is concentrated in Business, Certification Preparation, General and Others, Technologies, and Trades program categories. (See Diagram 3.3) The enrollment pattern by sex indicates that females attending proprietary schools tend to enroll in programs traditionally perceived as normal pursuits for women. The one-third female enrollment in these schools contrasts with the 45 percent

Diagram 3.3 - Variation in Male and Female Enrollment Among Program Categories

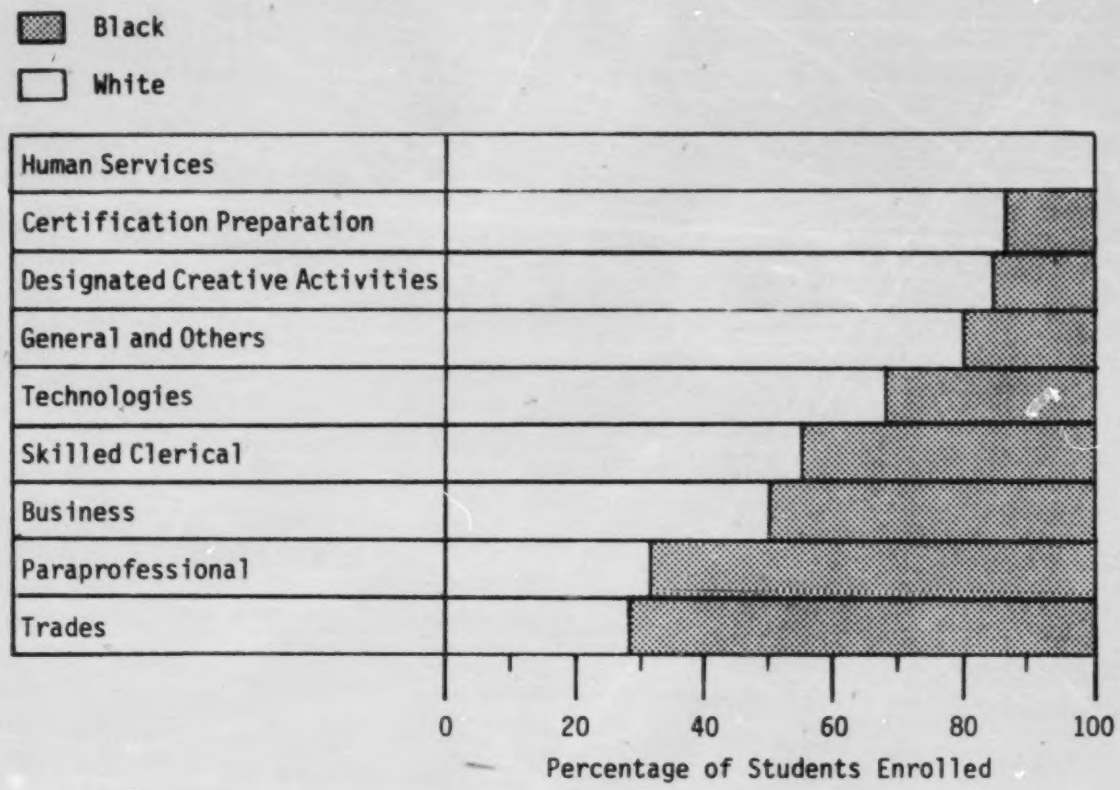


female enrollment in degree-credit programs in national institutions providing higher education. Of particular interest is the low female enrollment in Business programs and the high female enrollment in Skilled Clerical programs.

The pattern of black enrollment is weighted toward those programs that appear to offer easy early entry into the labor market. Although black enrollment is only 25 percent of total enrollment, it is 72 percent of the enrollment in Trades programs. The 1,393 black students in Trades programs are only 132 more than the 1,261 black students in Certification Preparation programs,

in which black enrollment is only 13 percent of total enrollment. Of the total black enrollment of 6,020, about 61 percent is enrolled in three programs: Trades, Certification Preparation, and Technologies. However, 49 percent of the enrollment in Business programs and 67 percent of the enrollment in Paraprofessional programs are black.

Diagram 3.4 - Variation in Black and White Enrollment Among Program Categories



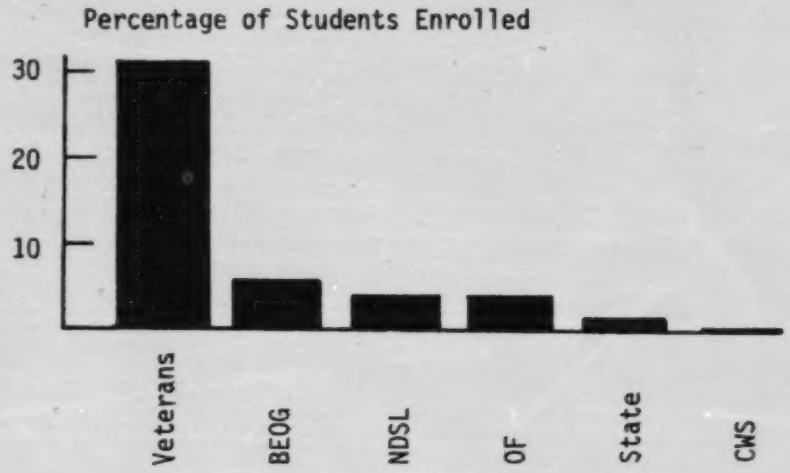
White enrollment is weighted toward programs that would appear to be more prestigious, such as Certification Preparation, Designated Creative Activities, and Technologies. Although only one institution (with 23 students)

has a program in Human Services, all of the students are white.

Students

Fifty-four percent of the students are age 24 and above. This indicates that the majority of students have had some prior work experience and are attending these schools either to change career fields or to achieve upward mobility in their past or current career fields. At the same time, 46 percent of the students are in the age group ordinarily thought of as students of degree-granting institutions.

Diagram 3.5 - Percent of Students Receiving Various Student-Aid Benefits



BEOG Basic Educational Opportunity Grant
NDSL National Direct Student Loan
OF Other Federal
CWS College Work Study

Note: Students may participate in more than one aid or benefit program.

As shown in Diagram 3.5, veteran benefits provide aid to 32 percent of the students and constitute the largest single source of outside aid to the students. Forty-six percent of the students are employed, with almost one-third of them employed full-time.

Institutional facilities provide housing for only six percent of the students, indicating that the institutions have located themselves close to their student market. Since only ten percent of the students reside with their parents, it appears that 84 percent of the students have established their own households.

In addition to being older, almost one-third of the proprietary school students reported in this survey have had prior postsecondary experience. Ten percent of all the students enrolled in the proprietary school of their choice had already obtained a two-or four-year degree. Most of these students were enrolled in Certificate Preparation and Business programs. Another 19 percent had college level experience short of obtaining a degree before enrolling in their proprietary program. Most of these students were enrolled in Certificate Preparation, Business, and Trade and Techinical programs.This higher-than-expected number of college educated proprietary students may indicate that proprietary schools serve as a second chance for college dropouts, or as a viable alternative for career attainment for those disillusioned with the occupational placement results or the programs in the collegiate sectors.

Table 3.2 - Entry Level of Students with Postsecondary Degrees or Experience

Program	Total Enrollment	Number	Percent
Students with Two or Four-Year Degrees			
TOTAL	11,372	1,087	10
Certificate Preparation	3,133	737	24
Trades & Technologies	4,002	161	1
Business	690	101	15
Designated Creative Activities	1,047	14	1
Paraprofessional	252	0	0
Skilled Clerical	81	0	0
Others	2,167	74	3
Students with Some College Experience			
TOTAL	11,372	2,211	19
Certificate Preparation	3,133	946	30
Trades & Technologies	4,002	705	18
Business	690	320	46
Paraprofessional	252	23	9
Designated Creative Activities	1,047	20	2
Skilled Clerical	81	8	10
Others	2,167	189	9

Total Schools 89

Total Students 11,372

Cost-to-Students

There were significant variations in cost to students for programs within the same broad program category. These variations were due principally to the varying times required to complete programs as Diagram 3.6 and Table A.7 indicate.

In the area of Business, short real estate courses lasting less than three months generally cost about $263. Often, more extensive business training lasting a year or more will cost between $1,500 and $3,000.

Skilled Clerical programs, which generally last between six months and a year, cost approximately $1,500.

The average costs for Certification Preparation programs lasting less than six months, one year, and two years, are $192, $448 and $1,000 respectively. Schools providing training for aviation-related certification are not included in the averages cited above. The average charge in aviation schools is approximately $5,000. The costs, however, vary from $1,200 to $10,000.

The one school that provides instruction in the area of Human Services is unique, in that training lasts two years and costs $850. This school trains anesthesia technologists and is operated by a hospital.

Most schools offering cosmetology or beauty culture courses in a Designated Creative Activity program charge less than $500. Courses in modeling or interior design also cost less than $500. At the other end of the scale, the cost of training lasting more than a year in fashion or art can range from $2,500 to more than $5,000.

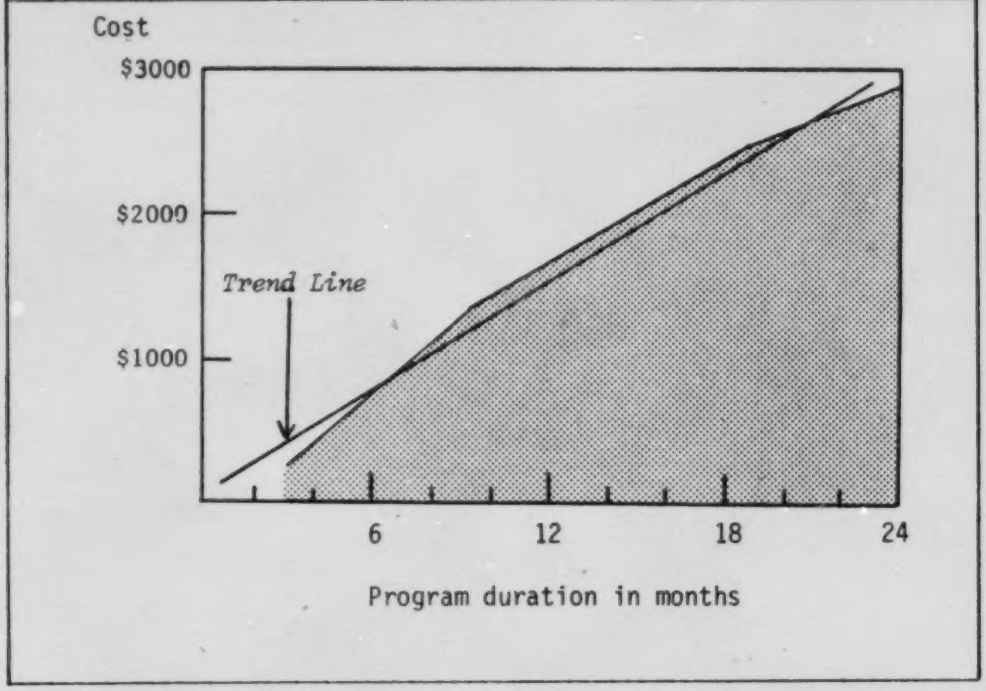
The cost of Paraprofessional training seems to be dependent upon the primary focus of the school. For example, Paraprofessional training in a business school costs less than $500, while training in schools preparing students for paramedical or dental assistant careers costs more $2,000.

Almost all Technology programs require more than nine months to complete and cost more than $1,200.

As with the other programs, cost of training in the Trade programs varies widely. For example, a bartending course lasting one month costs $265.

Similarly, a one-month course in floral design costs $300. On the other hand, training in fashion can require one and a half years and cost $3,900.

Diagram 3.6 - Average Monthly Costs to Students



Job Placements and Future Earnings

More than half the schools indicated that the percentage of graduate job placements exceeded 80 percent.

The estimates of probable first year earnings of graduates ranged from an average low of $5,278 for Paraprofessional programs to a high of $20,000 for programs in Certification Preparation and General and Others. The greatest percentage growth in annual earnings by the fifth year of employment was the 99 percent reported for Business programs, compared to an average percentage growth of 69 percent for all programs. These estimates were provided by the schools, not the employers or the students.

SECTION IV

RECOMMENDATIONS FOR PROPRIETARY EDUCATION IN GEORGIA

The following recommendations are the product of a two-year examination of postsecondary proprietary education by the Georgia Postsecondary Education Commission staff and its consultants. Assisting the Commission in these recommendations were the Georgia Private School Association, the State Department of Education, the State Advisory Council for Vocational Education, the Southern Association of Colleges and Schools, the State Office of Consumer Affairs, the National Association of Trade and Technical Schools, and various representatives of the proprietary school industry.

The 17 recommendations are grouped into four sections, with headings identifying the area where responsibility for much of their implementation would lie. Additional paragraphs for each recommendation identify the problem being addressed and give additional explanation for the recommendation presented. The recommendations emanate from the total study of proprietary education in Georgia, and that study extends beyond the results of the mail questionnaire.

Proprietary Schools

1. *Seek Regional Accreditation Through the Southern Association of Colleges and Schools.*

One of the main problems confronting proprietary education is the lack of acceptance of the practitioners and products of the industry

by those in other sectors of postsecondary education. Although accreditation is not supposed to be a criterion for the transferability of credits, in reality graduates and transfer students of proprietary schools face greater difficulty in receiving credit for training obtained when they seek admission to non-proprietary institutions than do students from the public vocational and collegiate sectors. This problem of non-acceptance also extends to employees of the proprietary industry desiring to relocate to non-proprietary institutions. One alternative approach for alleviating this situation might be to infuse proprietary education into review and evaluation processes which have been accepted by the other sectors of postsecondary education.

Proprietary schools should make every effort to obtain accreditation through the Southern Association of Colleges and Schools' Commission on Occupational Education Institutions (SACS).

Regional accreditation policy of SACS was revised at its December, 1975 meeting in Atlanta to give postsecondary occupational proprietary schools the opportunity to seek full accreditation status on the same basis as Georgia's public vocational-technical schools. To date, a handful of proprietary schools have expressed an interest in subjecting themselves to this process, and four schools have been admitted to candidacy status. Currently, the process of obtaining regional accreditation through SACS is initiated with completed application forms which involve a self-evaluation study and an annual fee of $500. SACS is the main accrediting agency for colleges and universities in the South, and their interest in accrediting proprietary schools has been accepted by, and coordinated with, the National Association of Trade and Technical Schools (NATTS) which is the national accrediting body for many proprietary schools.

2. Provide General Information to Statewide Agencies

Unlike the other public and private sectors of postsecondary education in Georgia, there does not exist a central source for current publications and catalogs of proprietary schools. The Commission requested this type of information as a part of its 1975 survey, but responses were quite inadequate. Without such information, effectuating comprehensive statewide planning as defined in Section I, and implementing the full thrust of Georgia Code 32-23B by the administering agency would be limited.

All proprietary schools in Georgia should provide appropriate State agencies with all information contained in school publications and promotional literature on a regular basis.

High on the mailing lists, for individual school publications should be the State agencies regularly concerned with proprietary school activities. These would include the Georgia Education Articulation Committee, which organizes statewide PROBE seminars; the Georgia Postsecondary Education Commission, which is responsible for comprehensive statewide planning; the State Advisory Council for Vocational Education, which is concerned with State planning for vocational education; the State Office of Consumer Affairs, which advocates consumer affairs; and the State Department of Education, which is the administering agency for Georgia Code 32-23B.

3. Provide Full Disclosure of Information for Student Choice.

As the result of media focus on certain improprieties within the proprietary school industry, and continued reference by representatives of the Federal government to proprietary student default rates, there

exists a substantial amount of public skepticism regarding the nature of education provided by profit-seeking business organizations. It is generally believed that a sincere attempt to provide all prospective students with complete and accurate information useful in selecting schools and programs would also be of great assistance to the industry, State agencies, and other groups concerned with proprietary education.

All proprietary schools in Georgia should make available full, timely, and accurate information in all school publications and catalogs, for student choice.

Information useful for student choice should include data on the school's history, philosophy, educational purpose and objectives, admissions and graduation requirements; fee and rebate policies; physical-financial-community resources; parietal-counseling-placement policies; fee-tuition charges and refund policies; financial aid opportunities; statements of students' rights; course and program offerings; schedules of classes; acceptability of credits conferred by other institutions; State approval and local, regional, or national accreditation status; special services for veterans, the disadvantaged, the handicapped, and other special groups; student participation in institutional decision-making ; governance structure and processes; housing; alumni activities; faculty information including degrees and experience qualifications and part-time or full-time status; and directions to the school, along with a keyed map of facilities.

4. *Implement Comparable Tuition Refund Policies.*

One of the most frequent criticisms of proprietary schools is that students often have difficulty in obtaining total or partial refund

of tuition when they decide early to discontinue participation in a school's program or course. Guidelines and Standards for Proprietary Schools, issued by the Georgia Board of Education by authority established in Georgia law, specifies ten standards for tuition refund policy. However, it appears that most proprietary schools existing in Georgia are not subject to the provisions of the Proprietary School Act of 1972, and those that are may have refund policies that are not comparable in substance or implementation to refund practices of institutions in other postsecondary sectors. The result is the lack of a uniform tuition refund policy which is both fair and equitable to all proprietary schools and their students.

All proprietary schools in Georgia not already adhering to policies under Code 32-23B should develop uniform, fair, equitable, and fully disclosed tuition refund policies that are comparable in substance to policies of institutions in other sectors.

The public's perception of proprietary education, and a school's financial resources planning, are both affected by the enforcement of sound tuition refund procedures. Public criticism of refund practices would dissipate if fully disclosed, and equitable policies were adopted by all schools and were essentially the same as that of the public and private colleges.

5. *Develop More Responsible Advertisement and Recruitment Policies.*

Present guideline and standards for proprietary schools contain 39 criteria related to advertising, promotional literature, and sales (or recruitment) practices. These minimum standards refer to school practices which occur prior to a student's admission. There are no standards for promotional type literature, such as general memoranda, special bulletins,

and bulletin board announcements which influence student retention. During the course of the 1974-1975 study, several examples of irresponsible communiques to students were evident, such as memoranda headings which read "MONEY—MONEY—MONEY," and "When you obtain your $15,000 a year job." Also, current standards do not relate to the problem of competitive methods which lead to misrepresentative promotional literature. In this situation, misrepresentation occurs when a school overstates or misrepresents its level of services by making biased comparisons between its offerings and the offerings of competitor schools' programs in the other sectors. Adding these situations to the fact that most proprietary schools in Georgia are not legally subject to the minimum standards in the law, the problem of public, student, and peer-group distrust of proprietary school literature and sales promotion becomes significant enough to affect the vitality and effectiveness with which the industry can legitimately serve the citizens of the State.

All proprietary schools at the postsecondary level in Georgia should develop and disclose ethical practices in the advertisement and sales processes conducted throughout their entire business operations.

Any communication used by an institution, whether it be used for advertisement for new students or communication with attending students, should be prepared, presented, and used with good taste and in such a manner as is in keeping with true and accurate representation of fact and intent. In addition, development and public disclosure of a comprehensive code of ethical business practices could be undertaken through voluntary association. Adoption and implementation of such a code should be undertaken by every proprietary school in the State, whether the school comes under the Georgia Proprietary School Act of 1972 or not.

6. Assume Full Responsibility for Field Representatives' Activities.

Georgia's Guidelines and Standards for Proprietary Schools has two direct references to the standards of conduct and the responsibility of proprietary school "sales representatives," (or "recruiters" in more traditional higher education language). Minimum Standard 74 states that "the school refrains from deceptively referring to its sales representatives as 'registrars,' 'counselors,' 'advisors,' or by words of similar import...". Standard 75 prohibits schools from claiming to be conducting talent hunts, contests, or similar tests, unless absolutely true, in any contact with students or the general public. During interviews with representatives of the general public, it was found that there exists a genuine concern for the ways in which school sales representatives conduct themselves in the recruitment process. Ethical standards are violated often, and improprieties involve more than calling recruiters "counselors," or calling their recruiting "talent hunts."

All proprietary schools in Georgia should be aware of, as well as adhere to, their full responsibility for the actions, statements, and conduct of all field representatives responsible for recruitment, public relations, and publications. They should, therefore, select such personnel with the utmost care, provide them with adequate training, and arrange for appropriate supervision of their work.

All proprietary schools should individually accept their responsibility for the actions of their agents when they represent the school to anyone. This recommendation is made particularly to those schools which are not subject to provisions of the Georgia Proprietary School Act of 1972—whether or not they are approved or regulated under any other authority. Public concern in this area would be relieved, and the image

of the proprietary industry as a whole would be enhanced, if this recommendation were established, and implemented through voluntary association within the industry.

7. Use Accurate References to the School's State-Approved Status.

Many people in the general public, education, and government are not fully aware of the important distinctions among the terms "approval," "accreditation," "chartering," and "licensing." Until this situation is improved among educators, at least, the schools' references to their status will continue to be occasionally misrepresented. Proprietary school students and personnel should understand that the State process of "approving" proprietary schools for operating in Georgia stems from the Georgia Proprietary School Act of 1972 (32-23B). Students particularly need to know that not all proprietary schools with addresses and phone numbers operate within this law, and that those which do are largely "self-policing" in their adherence to the law. Also, proprietary school educators and others need to understand that although State standards are compatible with those of nationally recognized accrediting agencies, the process for approving schools to operate is quite different from the process used by the National Association of Trade and Technical Schools, the Southern Association of Colleges and Schools, the Georgia Bar Association, and other local, state, regional, or national accrediting associations.

All proprietary schools in Georgia should be completely accurate in all references to their "approved" status granted by State authority under the Proprietary School Act of 1972.

Particular emphasis should be placed on all advertisements, promotional literature, office stationery, and other types of formal or

informal communication between the school and students, or the general public. It should be a responsibility of some State authority to inform schools of the distinctions between State approval and private accreditation; and it is the responsibility of individual schools not to misrepresent the extent or nature of their approval under a State agency, or accreditation by other agencies in discourses and publications.

State and Regional Agencies,
Institutions, and Associations

8. Consider all Private School Resources in Statewide Planning for Postsecondary Education.

Critical to the process of efficient statewide planning for postsecondary education is the documentation and statement of need prior to any decision to expand present or to establish new programs of learning. In the public sector, this means that expansions and additions must be justified before commitment of limited public revenues, and such justification must include an assessment of all private resources serving the same need. In the private sector, this often means that expansions of programs must demonstrate their worth on a financial basis. The problem in Georgia's planning has been a lack of public disclosure of systematic data on and analysis of private educational resources prior to the development of new public programs in a community.

All statewide planning for public postsecondary education, whether that planning is established by constitutional, legislative, or executive authority, or whether that planning is controlling, governing, coordinating, or advisory, should thoroughly consider all private resources serving the local or regional areas for which expansions or additions in programs are requested.

All approved, accredited, and otherwise existing proprietary school resources should be documented and thoroughly considered before State resources are committed to expand existing programs or develop new ones in the public domain. Such new programs would include those of any State-supported vocational-technical school, two- or four-year colleges, professional school, community college, university, or of any State agency responsible for the coordination or governance of such institutions. This recommendation is based upon the general principle that public funds can be utilized most efficiently through avoidance of duplication of, or unnecessary competition with, established, recognized, and reputable postsecondary institutions and programs in the private sectors.

9. Allow Contractual Agreements Between Public and Private Institutions.

One strategy to promote a more efficient allocation of resources at the program level would be to enable institutions to share and to pool their resources. The problem in Georgia is that while institutions in all four sectors are located throughout the State, only institutions in the two public sectors (or the two private sectors) are allowed to pursue jointly sponsored programs. The present legal barrier to public-private, inter-institutional cooperative arrangements is a ruling by the Attorney General against such contractual agreements because the Georgia Constitution does not specifically allow it. Private colleges and proprietary schools, which face diminishing resources and increasing competition from the public sectors, experience pressure to diversify program offerings without the alternative of pooling their resources with public institutions. The result is an immeasurable loss of opportunity for Georgia citizens to experience postsecondary programs embodying the best

efforts of both the public and private sectors.

The appropriate State officials and State agencies should reassess the positive and negative aspects of and consequences for consideration of a favorable ruling or constitutional amendment allowing contracting between the public and private sectors for the purpose of sharing resources for programs that would otherwise be too costly for single institutions to provide alone.

A review of current policy, procedures, and legal rulings concerning contractual relationships among educational institutions should be undertaken by appropriate State agencies for the purposes of reassessing the effects of the current ruling and considering either more desirable legislation or a constitutional amendment. A type of contractual relationship which appears to be needed, for example, is one in which State-supported vocational schools would be allowed to contract with proprietary schools for teaching student-preferred programs, which would not otherwise be available or justifiable, on a cost-effective basis.

10. *Include Proprietary Schools which are accredited by the Southern Association of Colleges and Schools in the State's Annual PROBE Sessions and the Georgia Education Articulation Committee.*

All Georgia's citizens should be given the opportunity to consider the various alternatives available to the life-long learner, and those who need special training for career employment should receive a clear and objective view of all the educational opportunities available to them. This is true if they are students at the secondary or postsecondary level, if they are just entering the job market, if they need to upgrade their present skills, or if they need to train for new careers. A public-private partnership for sharing information relating to educational and training

opportunities for students does not currently exist in Georgia.

Proprietary schools which are approved under State law and accredited by regional or national accrediting associations that are recognized by the State or Federal governments should be participants on an equal basis with other sectors of postsecondary education in Georgia's annual PROBE fairs and workshops.

In the interest of "insuring that students in secondary schools of Georgia receive a clear and objective view of educational opportunities available to them,"[5] the Georgia Education Articulation Committee should reconsider its policy whereby "invitations to participate will be extended only to non-proprietary postsecondary institutions (schools considered tax-exempt by the Internal Revenue Service)."[6] From September 30 to November 14, 1974, Georgia had 22 regional PROBE fairs scheduled throughout the State and coordinated by seven subcommittees of the Georgia Education Articulation Committee. These fairs enabled secondary-level juniors and seniors to interact with secondary and postsecondary counselors, administrators, and other institutional representatives. Qualified proprietary schools, whether profit or non-profit seeking, should be granted full participatory status in the PROBE activities in those regions where proprietary opportunities are available and contributing to the total educational resources.

If citizens of Georgia are to be given the broadest opportunity to become aware of all available postsecondary experiences, a more

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[5]Georgia Education Articulation Committee, Articulation in Georgia: PROBE 1974, A Look Into Postsecondary Education, (Statesboro, Georgia), 2.

[6]Ibid., 11.

cooperative attitude toward proprietary education must develop as proprietary schools begin implementing improvement programs along the lines of the recommendations offered above.

11. Establish Formal Information Exchange Procedures Between GPEC and the Department of Education's Unit for Proprietary School Standards.

Because of the many factors associated with a highly technical and bureaucratic society, and because of increasing interest in the cost and benefit of postsecondary education, institutions in the more traditional sectors have been besieged with requests for reports and information about their activities through numerous forms, questionnaires, surveys, and special interviews. These demands have placed an unnecessary burden of paperwork upon institutions. Due to the rapidly increasing interest in the proprietary sector, the Commission foresees the possibility of the same burden being placed upon the private, as well as the public, vocational-technical sectors. School data collection would be greatly enhanced if all information-gathering efforts were formally coordinated so as to minimize unnecessary duplication. Of the five main information sources on proprietary education in Georgia (State examining boards, accrediting agencies, Department of Education's Unit of Proprietary School Standards, the Georgia Postsecondary Education Commission, and the Georgia Private School Association), the greatest quantities of data relevant to comprehensive planning—and the greatest potential for minimizing duplicatory requests through coordination—lie with GPEC and DOE/UPSS.

The State Department of Education's Unit for Proprietary School Standards and the Georgia Postsecondary Education Commission's Planning Committee should share and coordinate their information-gathering activities so as to benefit the activities of both agencies.

There eventually must be established formal information exchange procedures between the Department of Education (through its application procedures for certification of approval and re-approval for operation under Georgia Code 32-23B), and the Commission (through its continuing study of proprietary education for postsecondary planning). There is currently much information on the Department's application forms and in the Commission's computer file useful to both agencies in fulfilling their responsibilities to proprietary education in Georgia. Select information generated through both the regulatory and planning processes should be exchanged between the staffs of both agencies on a regular and continuing basis as needed and desired.

Laws, Standards, and Guidelines

12. *Study the Effect of Broadening Participation in State Student Aid to Include Proprietary School Students.*

It is becoming increasingly apparent to public officials involved in continuing inquiries of proprietary education that there are high quality programs as well as deserving students within the proprietary industry in Georgia. However, the citizens enrolled in the best proprietary programs do not share equally with students in the other postsecondary sectors in the State's student aid programs. This problem exists because of a negative attitude toward proprietary education generally, and a fear that proprietary school participation in the State student aid programs would dilute the non-proprietary share in those programs. Further study and understanding of the industry should do much toward alleviating any unjustified negative attitudes. Also, if financial aid were to be restricted to those proprietary school students

enrolled in programs that are State approved, regionally or nationally accredited, and meet State Scholarship Commission regulations, it is estimated that from 2,000 to 3,000 needy students attending 50 to 60 proprietary schools would become recipients.

A feasibility study should be launched to determine the effect that proprietary student eligibility and participation would have on the State's student aid programs. Such a study should be coordinated through the Georgia Educational Improvement Council, the Georgia Postsecondary Education Commission, the Georgia State Scholarship Commission, the State Proprietary School Advisory Commission (pursuant to Section 32-2305b of Georgia Code, Chapter 32-23B), and the State Advisory Council on Vocational Education.

13. Implement a Three-Year Review Process Under Code 32-23B.

With 216 proprietary schools operating in Georgia in 1975, and an estimated 310 that are operating in 1976, it is apparent that the industry as a whole may be undergoing rapid change. For the individual schools in the proprietary sector, this means greater competition, more emphasis on market research, public relations, and recruitment techniques. In this highly volatile environment, individual schools are likely to undergo a great deal of internal change. Under terms of the Georgia Board of Education's Guidelines and Standards for Proprietary Schools, on-site evaluations of school operations are to be conducted "not less than once in every five-year period." Current fluctuations in proprietary school activity indicate that a need exists for more frequent evaluation.

The State administering agency for Georgia Code 32-23B should be given an adequate level of cooperation, staff, and operating support to conduct an on-site evaluation for each applicant school not less than once in every three-year period from the initial date of application for approval.

The amount of resources necessary to properly implement 108 minimum standards and 13 general criteria for all schools regulated under the Proprietary School Act could be considerable. However, a continuous and adequately-supported monitoring system, with more frequent reviews of individual schools, would be more consistent with the spirit of the law (which was modeled after recommendations of the Education Commission of the States), and would provide more protection for Georgia Citizens against negative consequences resulting from rapid changes within a competitive industry.

14. *Amend the Proprietary School Act of 1972 So As to Modify Paragraph (c), Section 4, Pertaining to Exemption of Religious, Denominational, and Eleemosynary Institutions.*

Many publications regularly advertise diplomas and degrees for sale, and a significant proportion of the "schools" sponsoring such advertisements claim to be religious affiliates. Unless such schools are properly identified and either exempted from or brought under provisions of the Proprietary School Act, false claims and abuses, which in the long-run adversely affect legitimate postsecondary institutions as well as students, will continue.

The Proprietary School Act of 1972 should be amended to narrow exemption (c) in Section 4 so as to exempt from the law's provisions only schools that have direct organizational ties to established church

organizations, and specifically not to exempt schools that merely claim religious affiliation with institutions for the convenient operation of the schools.

Only schools that are owned, controlled, governed, operated, and conducted by religious, denominational, eleemosynary or similar public institutions exempted from property taxation under the laws of Georgia should be allowed exemption under Paragraph (c). However, the law should also make a distinction between schools that simply claim sectarian affiliation and hold tax-exempt status under another law, and those that are secondary activities of bona fide church-related and tax-exempt organizations. The State administrator should have the authority and capability for regulating schools which, under the guise of so-called "religious affiliation," grant for remuneration degrees that are not backed up by substantive programs of study.

15. *Amend the Proprietary School Act So As to Restrict the Exemption Pertaining to Private Colleges and Universities Located in Foreign Countries.*

It is frequent practice of proprietary schools to maintain their central offices and administrative functions in one jurisdiction while conducting their program and courses of instruction in another. This form of operation enables an organization to expand its program across numerous state and national boundaries. It also enables the organization to avoid undesirable tax laws and government regulations in the very jurisdiction where the business conducts its sales, recruitment, and other managerial activities. The problem is that citizens who are being recruited and committed to receive instructional services have no assurance that such services conform to the standards and

policies that are required by those jurisdictions.

The Proprietary School Act of 1972 should be amended to restrict the exemption for schools doing business and recruiting Georgia citizens while their programs and courses of study are conducted in jurisdictions beyond Georgia, unless there is a blanket bond requirement in the penal sum of a minimum $50,000 to pay all damages and expenses which the State, or any governmental sub-division thereof, or any person, may sustain in the event the courses, curriculum and instruction are not of such quality in content to reasonably and adequately meet the objective of the courses, curriculum or instruction that are offered.

Such institution shall file the bond in accordance with the Proprietary School Act of 1972.

If any school maintains a mailing address and conducts a portion of its operations in Georgia, and recruits and enrolls Georgia students through personal contact or general advertising, such a school should be excluded from regulation by the State provided the bond is increased in direct proportion to the annual tuition charged per academic year by the college after the initial $50,000 bond has been exhausted for all students domiciled in Georgia at the time of their enrollment and while they are currently enrolled in the college. The restriction of the foreign school exemption would not apply to foreign-located schools conducting operations in Georgia which did not recruit, advertise for, or enroll Georgia citizens. The restriction of the foreign school exemption would not apply to foreign located schools conducting operations in Georgia except in foreign-located schools which actively recruit and enroll Georgia citizens.

16. Conduct A 1976 Survey of Proprietary School Programs and Activities.

Even in this era of modern technology it is too much to ask of an industry of mostly small organizations to advance overnight from a loose confederation of businesses for education to a responsible sector of postsecondary education with representation equal to that of other sectors. Furthermore, a single descriptive analysis of the proprietary industry cannot present a picture sufficiently clear for effective development of a comprehensive plan for postsecondary education. For these reasons the first study was limited to a statistical description of the proprietary industry as it existed at a certain time. The problem is that Commission staff are now aware of 310 existing proprietary schools as compared with 216 in 1975.

As part of the developing statewide comprehensive plan for postsecondary education in Georgia, the Georgia Postsecondary Education Commission should continue its review of postsecondary proprietary education, at least through 1976.

The survey instrument for the continuing proprietary school study should be revised to represent a planning effort coordinated with other ongoing Commission studies of postsecondary education. The study report will need to present estimate projections of certain trends in the industry wherever possible. The continuing study should also elicit and benefit from additional coordination with State agencies, associations, and institutions concerned with proprietary education.

APPENDIX A

LIST OF TABLES GENERATED FROM 89 SCHOOLS PARTICIPATING IN THE 1975 STUDY

These tables and all but three of the diagrams were compiled through the efforts of Commission consultants, Dudley W. Gill and Associates and Dr. John Pateros. These data constitute the information base for the analysis in Section III of this report and they present data on the 89 schools which participated in the 1975 survey conducted by the Georgia Postsecondary Education Commission. In these tables are data on school enrollments, students, institutional characteristics, program costs, program lengths, and probable earnings of graduates.

Table A.3 - Estimated Enrollment by Program Within Sex and Ethnic Group Distributions

(All Proprietary Schools in State)

Program	Total	Sex				Ethnic Group			
		Female		Male		Black		White	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	24,164	8,282	34	15,882	66	6,020	25	18,144	75
Business	1,548	372	24	1,176	76	759	49	789	51
Certification Preparation	9,703	1,941	20	7,762	80	1,261	13	8,442	87
Designated Creative Activities	6,201	4,217	68	1,984	32	992	16	5,209	84
Environmental[1]	0	0	0	0	0	0	0	0	0
General and Others	684	212	31	472	69	137	20	547	80
Human Services[2]	23	18	78	5	22	0	0	23	100
Paraprofessional	314	245	78	69	22	210	67	104	33
Skilled Clerical	508	437	86	71	14	229	45	279	55
Technologies	3,248	260	8	2,988	92	1,039	32	2,209	68
Trades	1,935	580	30	1,355	70	1,393	72	542	28

Notes: (1) No schools offering environmental related programs were identified. (2) Data collected during the survey do not allow estimation of statewide enrollment in the Human Services program area. Numbers shown reflect enrollment in the one school identified during the survey as offering a program in Human Services.

Table A.4 - Enrollment by Sex and Ethnic Group

(89 Schools)

Program	Total	Sex				Ethnic Group			
		Female		Male		Black		White	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	11,372	3,290	29	8,082	71	3,725	33	7,647	67
Business	1,063	256	24	807	76	519	49	544	51
Certification Preparation	3,183	636	20	2,547	80	403	13	2,780	87
Designated Creative Activities	1,384	936	68	448	32	373	16	1,160	84
Environmental	0	0	0	0	0	0	0	0	0
General and Others	199	61	31	138	69	40	20	159	80
Human Services	23	18	78	5	22	0	0	23	100
Paraprofessional	314	245	78	69	22	211	67	103	33
Skilled Clerical	508	436	86	72	14	230	45	278	55
Technologies	3,248	260	8	2,988	92	1,050	32	2,198	68
Trades	1,450	442	30	1,008	70	1,046	72	404	28

Table A.5 - Select Student Characteristics

(89 Schools)

Characteristic	Students	
	Number	Percent
All Students	11,372	100
Age		
Under 24	5,178	46
24 and above	6,194	54
Financial Benefits Direct to Student[1]		
State Benefits	132	1
Veterans Benefits	3,617	32
Other Federal Benefits	300	3
Financial Aid Through School[1]		
Basic Educational Opportunity Grant	601	5
National Direct Student Loan Program	375	3
College Work-Study Program	44	*
Other Student Support[2]		
Part-time Work	1,661	15
Full-time Work	3,491	31
Place of Residence		
With Parents	1,146	10
Institutions Facilities	719	6
Other	10,653	84

* Less than 0.5 percent.

Notes: (1) Students may participate in more than one benefit or aid program. (2) Some students do not work.

Table A.6 - Select Institutional Characteristics

(89 Schools)

Characteristics	Institutions	
	Number	Percent
All Institutions	89	100
Years in Operation		
less than 5	27	31
5-9	35	40
10-14	8	9
15-19	8	9
20-24	3	3
25 and more	7	8
Accredited by Nationally Recognized Agency		
Yes	43	48
No	46	52
Financial Support Received		
State	2	2
Federal	6	7
State and Federal	1	1
None	80	90
Area of Operation		
In State Only	75	85
Out of State Only	2	2
Both In and Out of State	12	13
Availability of Boarding Facilities		
Female	3	3
Male	0	0
Female and Male	1	1

Note: Only 88 schools indicated number of years in operation.

Table A.7 - Program Cost And Completion Time

(89 Schools)

Program	Average	Low	High
Less than Six Months			
Business	263	135	495
Certification Preparation[1]	192	90	445
Designated Creative Activities	344	295	442
Environmental	–	–	–
General and Others	85	85	85
Human Services	–	–	–
Paraprofessional	341	250	420
Skilled Clerical	435	375	495
Technologies	–	–	–
Trades	283	265	300
Six to Twelve Months			
Business	1,628	595	2,646
Certification Preparation[1]	448	260	725
Designated Creative Activities	971	301	3,680
Environmental	–	–	–
General and Others	1,550	1,550	1,550
Human Services	–	–	–
Paraprofessional	341	250	420
Skilled Clerical	1,419	595	2,646
Technologies	1,638	1,295	1,890
Trades	1,546	1,150	1,887
Greater Than Twelve and Less Than Twenty-four Months			
Business	1,718	1,635	1,800
Certification Preparation[1]	–	–	–
Designated Creative Activities	–	–	–
Environmental	–	–	–
General and Others	2,700	2,700	2,700
Human Services	–	–	–
Paraprofessional	–	–	–
Skilled Clerical	–	–	–
Technologies	1,900	1,900	1,900
Trades	3,685	3,470	3,900

Table A.7 (Continued) - Program Cost And Completion Time

(89 Schools)

Program	Average	Low	High
Twenty-four Months and Greater[3]			
Business	2,725	2,725	2,725
Certification Preparation[1]	1,000	1,000	1,000
Designated Creative Activities	2,545	2,545	2,545
Environmental	–	–	–
General and Others	–	–	–
Human Services[2]	850	850	850
Paraprofessional	–	–	–
Skilled Clerical	–	–	–
Technologies	5,090	5,090	5,090
Trades	–	–	–

Notes: (1) Cost data regarding proprietary schools preparing students for certification in the area of aviation have been excluded. Costs to complete a program in these schools varies from $1,200 to $10,000 with an average of $5,036. (2) Costs shown are for the one school identified during the survey that offers a program in Human Services. (3) Four schools offering programs extending over a period of twenty-four months or more were identified during the survey.

Table A.8 - Probable Earnings of Graduates and Expected Five Year Growth in Earnings for Each Program[1]

(89 Schools)

	First Year			Fifth Year			Percentage Growth
	Average	Low	High	Average	Low	High	
All Programs	7,936	1,750	20,000	13,430	5,500	50,000	69.2
Business	8,718	6,000	18,000	17,350	6,300	50,000	99.0
Certification Preparation	10,042	5,500	20,000	18,012	9,000	40,000	79.4
Designated Creative Activities	6,121	1,750[2]	10,000	11,177	6,500	25,000	82.6
Environmental	–	–	–	–	–	–	–
General and Others	13,250	6,500	20,000	19,250	8,500	30,000	45.3
Human Services[3]	15,000	15,000	15,000	18,000	18,000	18,000	20.0
Paraprofessional	5,278	4,000	7,000	6,830	5,500	8,500	29.4
Skilled Clerical	6,043	4,800	9,360	7,792	6,000	10,920	28.9
Technologies	8,385	6,500	10,000	13,094	11,000	15,000	56.2
Trades	7,110	5,200	10,000	10,833	9,000	12,500	52.4

Notes: (1) This table reflects estimates provided by the schools. (2) Many graduates of designated creative activities programs start in part-time situations. (3) One school which reported all graduates generally obtain employment.

Table A.9 - Number of Schools Offering Program and Number of Years the School Has Been in Operation

(89 Schools)

Program	Years in Operation					
	Less than 5	5-9	10-14	15-19	20-24	25 and More
All Programs	33	43	8	10	6	11
Technologies	3	4	–	1	–	–
Trades	5	2	–	–	–	1
Paraprofessional	1	3	1	–	–	1
Human Services	–	1	–	–	–	–
Environmental	–	–	–	–	–	–
Certification Preparation	11	13	4	2	–	1
Designated Creative Activities	2	10	1	5	2	3
Business	6	3	–	1	2	3
Skilled Clerical	4	4	–	1	2	2
General and Others	1	3	–	–	–	–

Note: One school offering a program in Certification Preparation did not report years in operation.

Table A.10 - Number of Students Enrolled in Accredited and Non-Accredited Programs

(89 Schools)

Program	Total Number	Accredited		Not Accredited	
		Number	Percent	Number	Percent
Total	11,372	7,526	66	3,845	34
Business	1,083	278	26	805	74
Certification Preparation	3,183	1,403	44	1,780	56
Designated Creative Activities	1,384	887	64	497	36
Environmental	0	0	0	0	0
General and Others	199	194	97	5	3
Human Services	23	23	100	0	0
Paraprofessional	294	258	88	36	12
Skilled Clerical	508	313	62	195	38
Technologies	3,248	3,000	92	248	8
Trades	1,450	1,171	81	279	19

Table A.11 - Number of Schools by Combination of Programs Offered

(89 Schools)

No. of Schools	Programs Offered									
	B	CP	DCA	ES	G	HS	P	SC	TECH	T
30		30								
21			21							
7										7
6	6									
5	5							5		
3									3	
3					3					
2							2			
2								2		
1						1				
1									1	1
1		1							1	
1			1							1
1	1						1	1	1	1
1								1	1	
1							1	1	1	
1	1						1	1		
1	1		1					1		
1	1	1			1		1	1		
89	15	32	23		4	1	6	13	8	10

B-Business, CP-Certification Preparation, DCA-Designated Creative Activities, E-Environmental, G-General, HS-Human Services, P-Paraprofessional, SC-Skilled Clerical, TECH-Technologies, T-Trades.

APPENDIX B

LIST OF 189 PROPRIETARY SCHOOLS KNOWN TO GPEC AS EXISTING AND OPERATING IN GEORGIA IN 1975

The 189 proprietary schools listed in this appendix were in existence at the time of the 1975 survey, and were categorized as the fourth sector of postsecondary education in Georgia. The 104 schools marked with an asterisk are those which responded to the 1975 survey.

Currently, Commission staff has identified 310 schools which have received questionnaires as part of the 1976 survey.

1975 Proprietary Schools

Academics of Real Estate, Inc., Marietta

*Academy of Professional Drafting, Atlanta

*Academy of Real Estate, Atlanta

*Accelerated Learning Systems, Atlanta

*Adorne Beauty College, Atlanta

Adorne Beauty College, Atlanta

Adorne Beauty College, Riverdale

Advance Schools, East Point

*Air Activities, Inc., Kennesaw

*Albany School of Beauty Culture, Albany

*Alexander-Smith Academy of Atlanta, College Park

American Business Institute, Athens

*American Design Floral School, Atlanta

*American Paramedical College, Atlanta

American Real Estate Institute, Inc., Atlanta

American School of Dog Grooming, Roswell

*Apex School of Beauty, Atlanta

*Armstrong University of Beauty, Cartersville

*Armstrong University of Beauty, Rome

*Art Institute of Atlanta, Atlanta

Atlanta Business Academy, Inc., Atlanta

*Atlanta College of Business, Atlanta

*Atlanta College of Medical & Dental Assistants, Atlanta

*Atlanta Institute of Real Estate, Atlanta

* Atlanta Law School, Atlanta

* Atlanta Real Estate Academy, Atlanta

Atlanta School of Fashion & Design, Atlanta

Atlanta School of Interior Design, Atlanta

* Atlanta Technical Schools, Atlanta

* Augusta Beauty College, Augusta

Augusta Law School, Augusta

Automobile Retail Sales School, Atlanta

Bagwell School of Real Estate, Stone Mountain

Barbizon School of Modeling, Atlanta

Barton & Ludwig School of Real Estate, Atlanta

* Bauder Fashion College, Atlanta

* Beauty College of America, Forest Park

* Beauty College of Georgia, Doraville

Baker CPA Review Course, Atlanta

* Belson Aeronautical Enterprises, Macon

* Benning Aviation Corporation, Columbus

* Beulah Heights Bible College, Atlanta

Biscayne Paramedical Institute, Inc., Atlanta

* Brown College of Court Reporting, Atlanta

Brown's Barber College, Atlanta

Brunswick Beauty College, Brunswick

Bryman School, The, Atlanta

* Candler General Hospital School of Radiology and X-Ray Tech., Savannah

Capital Barber College, Decatur

Career Academy, Atlanta

* Carrager School of Real Estate, The, Atlanta

* Carver Bible Institute and College, Atlanta

* Castle Real Estate School, Marietta

C. C. Harris School of Alterations, Atlanta

Cedartown School of Cosmetology, Cedartown

* Central Business College, Valdosta

* Columbus Barber School, Columbus

* Columbus Beauty School, Columbus

* Columbus School of Art, Columbus

* Commander Air Service, Albany

* Continental Motorcycle Institute, Smyrna

* Control Data Institute, Atlanta

* Crandall College, Macon

Crown Beauty College, Dalton

* Dale Strebel University of Cosmetology, Atlanta

Dalton Beauty College, Dalton

* DeKalb General Hospital School of Radiological Technology, Decatur

* DeVry Institute of Technology, Atlanta

* Draughon's Business College, Savannah

* Dublin School of Hair Design, Dublin

* East Point Beauty College, East Point

* Elkins Institute of Atlanta, Inc., Atlanta

* Empress Hair Design Academy, Smyrna

Everest School of Real Estate, Atlanta

* Executive Helicopters, Inc., Atlanta

First Atlanta School of Real Estate, Atlanta

* First Professional School of Georgia, Atlanta

* Floyd Hospital Training Program of Radiological Technology, Rome

Fortune Institute for Real Estate Study, Atlanta

* Gaines Pressley Professional School of Cosmetology, Marietta

Gene Thomason's School of Real Estate, Warner Robins

* General Aviation Specialties, Savannah

* Georgia Baptist Hospital School of Anesthesia, Atlanta

* Georgia Barber & Beauty College, Atlanta

Georgia Institute of Real Estate, Inc., Atlanta

Georgia Real Estate Training School, Columbus

Georgia School of Real Estate, Cumming

Glenwood Paramedical Institute, Glenwood

* Griffin Beauty School, Griffin

Griffin College of Barbering, Atlanta

* Gupton-Jones College of Mortuary Science, Atlanta

Hewitt School of Real Estate, Chamblee

* Ila Garmon Beauty College, Tucker

* Immanuel Baptist College, Atlanta

International Hairstyling Academy, Waycross

* International University of Cosmetology, Atlanta

* Investment Training Institute, Inc., Atlanta

* Jackie Roach Real Estate School, Savannah

* Jack W. Boone and Company Real Estate School, Smyrna

* Jesup Flying Service, Jesup

John Hall School of Floral Design, Savannah

* John Marshall Law School, Atlanta

* John Marshall Law School, Savannah

* John Robert Powers School, Atlanta

June Smith University of Cosmetology, Columbus

*Kree Institute of Electrolysis, Inc., Atlanta

La Charme Beauty Culture School, Thomasville

*LaGrange Beauty School, LaGrange

Land Dynamics Institute, Covington

*Learning Foundations of Athens, Athens

*Len-Chris-Ann School of Charm & Modeling, Marietta

Louise Beauty School, Commerce

*Lowe Aviation Company, Inc., Macon

Mable Bailey School of Modeling, Columbus

Mackey College of Beauty, Hartwell

Macon University of Cosmetology, Warner Robins

Marietta University of Cosmetology, Marietta

*Massey Junior College - Business College Division, Atlanta

*McCall Business College, Atlanta

*Meadows College of Business, Columbus

*Meadows College of Business, LaGrange

*Medical Center of Central Georgia X-Ray School, Macon

Metropolitan School of Hair Design, Tucker

Milner & Associates Realty School, Cedartown

Minosa School of Beauty and Hair Design, Atlanta

*Modella Beauty College, Mableton

Modella Beauty College, Mableton

Model's Touch, Atlanta

*Modern Trend Beauty College, Atlanta

Moler Barber College, Atlanta

* Montessori Institute of Atlanta, Inc., Atlanta

Myers Beauty Shop & School, Savannah

* National Institute of Real Estate, Inc., Atlanta

National Insurance Adjusters School, Inc., Savannah

* National School of Radio & TV Broadcasting, Atlanta

Nationwide Railroad Training Center, Atlanta

* Newnan-Coweta School of Radiologic Technology, Newnan

* North Georgia Business College, Rome

* North Georgia School of Real Estate, Norcross

* Opportunities Industrial Center of Atlanta, Inc., Atlanta

Padrick Beauty College, Forest Park

* Page's University of Cosmetology, Augusta

Paris Beauty School, Savannah

* Patricia Stevens Career College and Finishing School, Atlanta

* Peachtree-DeKalb Flight Academy, Inc., Atlanta

Perry Business School, Albany

Personalized Professional Secretarial Services School, Inc., Atlanta

* Phillips College, Augusta

Phillips College, Columbus

* Polk County Aviation, Inc., Cedartown

Poro School of Beauty Culture, Atlanta

* Railroad Training Services, Inc., Atlanta

Real Estate Academy, Inc., The, College Park

Real Estate Sales Institute, Marietta

Realty Educational Institute, Inc., Atlanta

Rome Beauty School, Rome

* Ryder Technical Institute, Atlanta

Sales Training, Inc., Atlanta

Savannah Barber College, Savannah

* Savannah School of Interior Decorating & Designing, Savannah

Savannah University of Cosmetology, Savannah

* Sawyer Schools, Inc., Atlanta

School of Hair Design of Bloomfield, Macon

School of Hair Design of Shurlington, Macon

* Sims School of Piano Technology, The, Columbus

Southeast Beauty School, Columbus

Southeastern College of Radio & TV Broadcasting, Atlanta

Southeastern School of Bartending, College Park

* Southeastern School of Evangelism, Doraville

Southern Barber School, Augusta

Southern Mechanical-Vocational School, Inc., Doraville

Southern Rural Action Institute, Atlanta

Spratlin Institute of Real Estate, Atlanta

Statesboro Beauty School, Statesboro

Stratford Women's College, Atlanta

Suburban Institute of Real Estate, Stone Mountain

* Sylvia's School of Cosmetology, Athens

Taylor College of Business and Technology, Inc., Macon

* T. C. Roberts and Associates-School of Real Estate, Atlanta

* Thomson-McDuffie Aviation Corporation, Thomson

* Tifton Beauty Culture School, Tifton

* Transcontinental Aviation, Ltd., Brunswick

Valdosta University of Cosmetology, Valdosta

* Wallace School of Court Reporting, Atlanta

* West Georgia School of Real Estate, Austell

Whitfield University of Cosmetology, Dalton

Willis Hairstyling Academy, Brunswick

* Woodrow Wilson College of Law, Atlanta

York Institute of Real Estate, Athens

APPENDIX C

SURVEY INSTRUMENTS USED IN THE 1975 QUESTIONNAIRE

The documents in this appendix include the initial mail questionnaire, instructions for schools completing the questionnaire, and the list of example programs defined in each of the ten program categories. The appendix does not include follow-up letters to schools not responding to deadline dates and their extensions, nor does it include the numerous control sheets used to record the receipt, edits, telephone calls, visitations, and audits of the returned questionnaires.

Georgia Postsecondary Education Commission
2970 Peachtree Road, N.W. Suite 620 -- (404) 233-5449
ATLANTA, GEORGIA 30305

March 14, 1975

GEORGE BUSBEE
Governor

W. ASBURY STEMBRIDGE
Chairman

DR. ROBERT J. LEONARD
Executive Director

MEMORANDUM

TO: All Private, Career, Occupational and Proprietary Educational Institutions in Georgia

FROM: The Georgia Postsecondary Education Commission

RE: Statewide General Informations Survey

The Georgia Postsecondary Education Commission has been working with representatives of institutions and associations of all private education to devise strategies for strengthening the private profit as well as non-profit making sectors of postsecondary education in Georgia. The Commission can play a facilitative role in this strengthening process, but in order to do so it needs the support and input of institutions like yours.

When the Commission was created, an individual of the proprietary schools was selected to serve on the Commission to represent the proprietary sector. On January 28, 1975, the Commission's proprietary school representative and Executive Director met with the members of the Georgia Private School Association to discuss the various needs of proprietary education in Georgia, and how the Commission might help the industry gain the recognition and participation it deserves. That meeting revealed an urgent need for a statewide general information survey of certificate and diploma granting institutions.

The idea underlying this survey is very simple. If the Commission's proprietary representative is to be effective with the full Commission, this individual must have a sound understanding of the industry as a whole. If the Commission is to make sound recommendations for proprietary education in its statewide planning program, it must have certain general information to do so. The Commission is most interested in the needs of institutions like yours taken as a group. That is why the Commission, in this survey, is not focusing on single institutions, but rather the entire industry from a statewide and regional perspective. The general information requested will be used in broad summary form only, individual institutions will not be identified.

PLEASE RETURN THIS SURVEY BY MARCH 31, 1975

STATEWIDE SURVEY OF
CERTIFICATE AND DIPLOMA GRANTING INSTITUTIONS IN GEORGIA
March, 1975

Statewide Postsecondary Education. In response to the growing concern about after-high school education in Georgia, the Georgia Postsecondary Education Commission was established by Executive Order of the Governor on April 23, 1974. The Commission operates to obtain for the State financial and technical assistance from the Government of the United States in order to help meet the State's educational needs. Monies will be used primarily for (1) developing a process of comprehensive statewide planning for the orderly expansion and improvement of postsecondary education (Section 1202, HEA 1965), and (2) for assisting institutions and communities to meet their particular needs as the Commission is legally authorized (Sections 105, 603, 704, HEA 1965).

It is the basic objective of the Commission to include all after-high school institutions in these and other planning and grant activities. The Commission will be making formal recommendations to the State and National Government as to how present and future resources can best be used to serve the educational needs of the citizens of Georgia. The Commission desires to assure that all private non-profit, occupational, and proprietary education receive recognition and participate in these activities. If the proprietary school industry is to be assisted in this way, the Commission needs to learn about the programs and services that schools offer to the public.

Postsecondary Education Survey. The purpose of this survey is to obtain a general description of proprietary institutions in terms of: general programs, students, and cost-to-student information. This, and any follow-up information will be used exclusively to project the needs of after-high school proprietary education on a general statewide planning basis. No educational program will be isolated or singled out in any of the general planning studies. In this survey, the institutions are asked to provide information about their programs, but the programs are categorized into very broad functional categories rather than being identified by name.

There are ten (10) categories which generally identify career and occupational areas of instruction by most proprietary schools. A detailed list of programs included in these broader categories accompanies this survey as a guide. If the program in your school cannot, in your judgment, be included in any one of the broadly defined categories, please include it under "general and other." The list of ten categories in this survey is the result of several interviews with proprietary school representatives in the field. The classification has been designed to essentially facilitate occupational projections.

SURVEY DUE MARCH 31, 1975

General Information. The information in this section will be used to update the Commission's files. The "Name of the Respondent" on page 3 refers to the person responsible for filling out this survey form.

Program Information. The information in this section will be used to see what educational services the proprietary school industry is offering, and to estimate the degree to which the industry is assisting broadly defined future manpower needs. Each school is asked to approximate the "percent of students" enrolled in any one or more of ten general program categories. To determine specifically which category to use for the program(s) offered by your school, please refer to the list of programs enclosed with this survey. Please take note that the "total number of students", rather than "percents", are required in the five boxes at the top of this section.

Student Information. This section will provide insight as to who is receiving proprietary school education and what their educational background and support circumstances might be. This section will also be useful to assess the degree to which students have been able to receive private and public support in meeting the cost of their education. Percentage data is used for this portion of the survey.

Cost-to-Student Information. The information in this section will reveal the success of school graduate placement and the personal earnings of the graduates placed. The "calendar unit" is the most critical question. A calendar unit refers to that time period in which fully enrolled students need to complete an average course and/or instructional unit. The "Cost Per Calendar Unit" refers to that total amount of money fully enrolled students pay the school to receive their educational training for that calendar unit of instruction offered, regardless of how they pay it. The "Total Cost to Complete the Program" refers to all costs born by the student to complete the program in the form of tuition, fees, books, and materials from the day of application to the day of graduation. In estimating the "probable 'first' and 'fifth' year earnings of graduates", please make these estimates in current 1975 dollars. Kindly record this information as the average earnings of the most recent group of "one" and "five" year graduates by program category. For the last item, please list the percent of graduates in the most recent graduating class (who were willing and able to work) that were successfully placed into positions by the school.

Please detach the next page and return it in the enclosed self-addressed envelope. The Commission staff will be glad to give any special assistance you need (404 656-2292) and would greatly appreciate copies of your school's latest brochures and catalogues.

SURVEY DUE MARCH 31, 1975

GENERAL INFORMATION AS OF FALL 1974	Name and Mailing Address of Postsecondary Institution:
Name of Respondent	Title / Telephone Number
Date Institution first Began Operation in Georgia:	Is Institution Accredited By Any Nationally Recognized Agency? Yes ☐ No ☐
The Institution is: Proprietary ☐ Not for Profit ☐	Is the Institution Currently Receiving Any Financial Support From: State of Georgia? Yes ☐ No ☐ Federal Government? Yes ☐ No ☐
The Institution Operates Only Within the State: Yes ☐ No ☐	The Institution Operates Boarding Facilities for How Many? Total Men ☐ Total Women ☐

PROGRAM INFORMATION AS OF FALL 1974	Please record the total number under each column heading and approximate the percent (%) of students in each program category:				
	Total Students ☐	Total Men ☐	Total Women ☐	Total Black ☐	Total White ☐
Technologies	%	%	%	%	%
Trades	%	%	%	%	%
Paraprofessional	%	%	%	%	%
Human Services	%	%	%	%	%
Environmental	%	%	%	%	%
Certification Preparation	%	%	%	%	%
Designated Creative Activities	%	%	%	%	%
Business	%	%	%	%	%
Skilled Clerical	%	%	%	%	%
General and Other	%	%	%	%	%
	100 %	100 %	100 %	100 %	100 %

STUDENT INFORMATION AS OF FALL 1974

Approximate percentage of students having:

H.S. Diploma ___% H.S. G.E.D. ___% Neither ___% College Experience ___% 2 or 4 yr Clge Degree ___%

Approximate percent of students age 24 and above attending: ___%

Approximate percentage of students receiving:

State Benefits ___% Veterans' Benefits ___% Other Federal Benefits ___%

Approximate percentage of students receiving financial aid from (may total more than 100%):

Basic Educational Opportunity Grant ___% National Defense Student Loan Program ___% College Work-Study Program ___% Part-time Work ___% Full-time Work ___%

Approximate percentage of students living:

With Parents ___% In Own Residence ___% In Institution's Facilities ___% Other ___%

COST-TO-STUDENT INFORMATION AS OF FALL 1974

Institution's calendar is essentially based on what unit? (Check one)

Quarters (Approx. 10 Wks) ___ Semesters (Approx. 15 Wks) ___ Annual ___ Course Enrollment ___ Other ___

A typical student encounters the following in each category:

	Calendar Units to Complete Program	Cost Per Calendar Unit	Total Cost to Complete Program	Probable 1st Yr Earnings of Average Graduate	Probable 5th Yr Earnings of Average Graduate	Percent of Graduate Job Placements
Technologies		$	$	$	$	%
Trades		$	$	$	$	%
Paraprofessional		$	$	$	$	%
Human Services		$	$	$	$	%
Environmental		$	$	$	$	%
Certificate Preparation		$	$	$	$	%
Designated Creative Activities		$	$	$	$	%
Business		$	$	$	$	%
Skilled Clerical		$	$	$	$	%
General and Other		$	$	$	$	%

LIST OF PROGRAM CATEGORIES

The following example of actual programs organized into ten general categories is meant to serve as a guideline to assist the respondent to this survey. This particular scheme only attempts to simplify the large variety of programs that exist in Georgia schools for analytical purposes. These program categories will be of some use in estimating Georgia's future manpower needs. The categories attempt to cover most comparable occupational areas that private vocational training prepares its students for.

If your school does not train students in any of the defined program categories, please put your information under the "General and Other" category.

CATEGORIES	DEFINITIONS	EXAMPLES
TECHNOLOGIES:	This program category represents specific proprietary programs which are mathematically and scientifically oriented. This area is generally characterized by a high degree of technical training which can be directly applied to the specific area of vocational training.	Radio and Electronics, Transportation Expediting, Computer Processing Specialties, Broadcasting
TRADES:	This category has a definite Art and Craft orientation. While a good deal of technical information is involved in trade programs, craftsmanship is the predominant emphasis.	Floral Design, Motorcycle Repair, Engine Repair, Piano Repair, Food Service Preparation, Drafting
PARAPROFESSIONAL:	These programs would prepare an individual to assist a highly trained professional. A profession in this case would be an individual who was fully learned and experienced in an area requiring a high degree of specialization. The paraprofessional program would be one that prepared individuals to assist the fully trained professional in practicing the profession.	Medical and Allied Health Aids, Dental and Legal Assistants, Laboratory Assistants
HUMAN SERVICES:	This program category includes training in specialties which involve activities which provide social service directly to individuals and groups.	Hotel, Hospital, Apartment Management, Recreation and Restaurant training

CATEGORIES	DEFINITIONS	EXAMPLES
ENVIRONMENTAL SPECIALITIES:	To be included in this category, training must lead to vocationally oriented occupations which deal directly with the physical environment	Forestry, Air Quality, Game Warden, Wildlife Preservation
CERTIFICATION PREPARATION:	Programs in this category have the main objective of enabling an individual to acquire certified credentials which indicate a high level of competency in a particular area of occupational activity. Programs in this area regularly stipulate that certification is a requirement to further one's occupational opportunities.	CPA Review, National Insurance Adjustors, Commercial Pilot training, Barber/ Beauty training
DESIGNATED CREATIVE ACTIVITIES:	This category includes programs which train individuals to express their creative energies in a vocationally constructive manner. The essential factor in programs in this category is their creative content which trains individuals to produce a marketable product of high aesthetic value.	Dog Grooming training, Interior Design, Modeling training, Cosmetology training, Artistic Study, Finishing training
BUSINESS:	This category includes programs which prepare individuals to perform a specified role in the general business community. These programs offer usuable information for individuals working in a specialized role within a private profit-making environment.	Marketing, Accounting, Sales training
SKILLED CLERICAL:	Programs in this area provide training in areas requiring a high degree of skill in handling general office procedures and problems for administrative assistants.	Secretarial, Administrative Assistant, Office Management
GENERAL AND OTHER:	This category should be used only when none of the above categories apply.	Alterations training, Career Development, Religious training, Foreign Language, Railroad training services

APPENDIX D

GEORGIA PROPRIETARY SCHOOL ACT OF 1972
LEGAL DEFINITIONS

The main sections of the Georgia law which directly refer to a proprietary school are:

1. Section 2, which refers to proprietary schools as "non-tax-supported vocational education institutions."

2. Section 3(g), which defines "support" or "supported" to mean "the primary source and means by which a school derives revenue to perpetrate [sic] its operation." "Non-tax-supported" generally means privately supported.

3. Section 3(a), which refers to a "proprietary school" as "any business enterprise operated for a profit, or on a non-profit basis, which maintains a place of business within the State of Georgia...and which is not specifically exempted by the provisions of Section 4 of this Act."

4. Section 4, entitled "exemptions," enumerates 12 types of schools, educational institutions, training programs or courses of instruction that are specifically exempt from provisions of the Act: (a) government supported schools, (b) private kindergarten, elementary, or high schools, (c) non-profit schools owned, controlled, operated and conducted by religious, denominational, charitable, or similar public institutions exempt from property taxation, (d) instructional courses on purely avocational or recreational subjects, (e) instructional courses sponsored by employers for their employees, (f) instructional courses sponsored by trades or organizations with closed memberships, (g) private, nationally accredited, and degree-granting colleges and universities, (h) schools otherwise regulated

and approved under other state laws, (i) schools financed by government, private industry, or persons other than the student involved on a contract basis and having closed enrollments, (j) any school in business at least 60 years nationally, or 25 years in Georgia, (k) private colleges and universities located in foreign countries, and (l) flight schools currently certified by the Federal Aviation Agency.

5. Section 3(a), (1) and (2), which further defines proprietary schools as those which "maintain a course or courses of instruction or study," and whose courses of instruction or study are available through "classroom instruction or by correspondence, or both, to a person or persons for the purpose of training, preparing or improving such person for a field of endeavor in a business, trade, technical or industrial occupation."

6. Section 3(k), which defines student as "any person who contracts to pay for and be the recipient of any course," as defined by Section 3(j).

7. Section 3(j), which defines "course" to mean "any course, plan, or program of instruction, whether conducted in person, by mail, or by any other method."

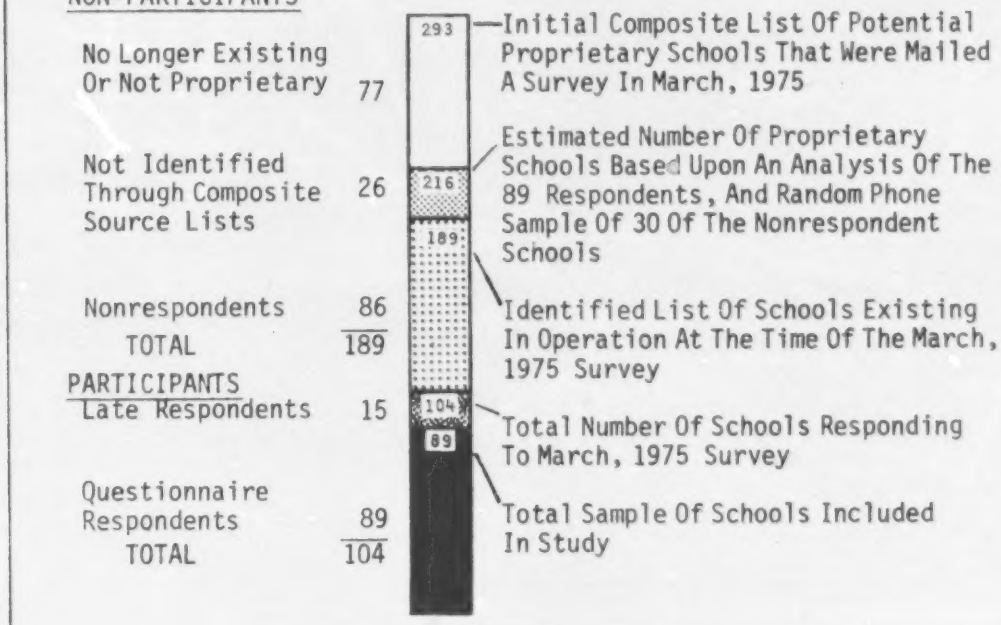
8. Section 3(d), which refers to "employed" representatives of schools "located within or without the State of Georgia," who act as agents to procure students by "solicitation within or without" the State.

APPENDIX E

METHOD OF STUDY

The Georgia Postsecondary Education Commission devised a composite list of 293 proprietary schools operating in the State of Georgia by examining listings of proprietary schools published by State and Federal agencies. These independent sources included the list of schools approved by the Georgia Department of Education according to the Georgia Proprietary School Act of 1972, the Georgia Private School Association, the Georgia Department of Veterans Service, several divisions in the United States Office of Education, and all telephone directories for cities in the State of Georgia. The Commission established the existence of 189 of these schools through the use of confirmation letters and telephone calls. The listings were consolidated, and they established the initial survey universe.

Diagram A.7 - Proprietary Schools Included and Not Included in the Commission's 1975 Survey


NON-PARTICIPANTS
No Longer Existing Or Not Proprietary 77
Not Identified Through Composite Source Lists 26
Nonrespondents 86
TOTAL 189
PARTICIPANTS
Late Respondents 15
Questionnaire Respondents 89
TOTAL 104
293
216
189
104
89
Initial Composite List Of Potential Proprietary Schools That Were Mailed A Survey In March, 1975
Estimated Number Of Proprietary Schools Based Upon An Analysis Of The 89 Respondents, And Random Phone Sample Of 30 Of The Nonrespondent Schools
Identified List Of Schools Existing In Operation At The Time Of The March, 1975 Survey
Total Number Of Schools Responding To March, 1975 Survey
Total Sample Of Schools Included In Study

Program Categories

The 1975 GPEC Survey of Proprietary School Education was designed to generate data regarding the institutional characteristics, program enrollments, students, and cost-to-student of profit-making proprietary education. Ten program areas were identified as representative of the areas of training offered by proprietary schools: Business, Certification Preparation, Designated Creative Activities, Environmental, General and Others, Human Services, Paraprofessional, Skilled Clerical, Technologies, and Trades. (See Appendix C.) These categories were established through field contact with proprietary

school representatives and Commission consultants.

Data Categories

The instrument consisted of four parts: a general information field of 29 variables and three fields of 142 variables related to institutional characteristics, programs, students, and cost-to-students. The general information field requested data regarding the name and location of institutions and the status of institutions regarding age, accreditation, whether profit or non-profit, financial support, extent of operation in-state and out-of-state, and the availability of housing facilities for men and women. The program enrollment field summarized data according to total student enrollment, sex and ethnic group. The student information field investigated the age, entry level, financial assistance status, and place of residence of the students. The cost-to-student information field addressed, by program, the calendar unit used by institutions, the required number of calendar units to complete programs, the probable first and fifth year earnings of graduates, and the percentage of graduate job placements.

Questionnaire Universe

The survey instrument was mailed to 293 proprietary institutions in March, 1975, as an attempt to verify all possible proprietary schools currently operating in Georgia. Three follow-up efforts were conducted that directly involved Commission members, the Georgia Private School Association, and Commission staff. Complete responses were received from 104 schools. However, 15 schools responded past the Commission's deadline for its scheduled computer reports. Therefore, 89 schools formed the basis of the calculations and estimates of the 216 schools used in this report.

Generalizations

In order to extend the survey findings to the totality of proprietary schools, information regarding the large number of schools that did not respond was required. In order to obtain this information, a telephone survey of these schools was conducted.

Stratified Sample

A review of the 204 schools not participating indicated that most offered either Certification Preparation or Designated Creative Activities programs. The schools were stratified to reflect the composition of schools by program.

Weighted Sample

The proportion of schools offering a program in the total non-respondent group was used to establish the parameters for the random sample of 30 institutions. The comparable stratification for this sample was to include 50 percent offering programs in Certification Preparation, 27 percent offering programs in Designated Creative Activities, and 23 percent offering programs in either Technologies, Trades, Paraprofessional, Human Services, Business, Skilled Clerical, or General and Others programs.

Random Sample

The required number of institutions for each program constituting the sample was randomly selected from the appropriate strata of the non-respondent group. To accomplish this, the institutions included in each strata of the non-respondent groups were numbered consecutively. A table of random numbers was used to select 15, eight, and seven institutions, respectively, from each group.

Sample Results

Thirteen of the 30 institutions which were surveyed by telephone provided enrollment data. Comprising this group were five schools offering Designated Creative Activities, five offering Certification Preparation, and three offering either Technologies, Trades, Paraprofessional, Business, Skilled Clerical, or General and Others programs. The total enrollment for these schools was 1,291. Eighteen institutions of the 30 were classified as open for business. Twelve of these institutions provided data regarding enrollment. Six schools had telephones which were continually busy and were assumed open. The telephone survey revealed that the remaining 12 schools, or 40 percent, were closed. This group of institutions included six institutions which provided Certification Preparation, two which offered Designated Creative Activities, and four which offered either Technologies, Trades, Paraprofessional, Business, Skilled Clerical, or General and Others programs.

Analysis

Data regarding the 89 schools were computerized and processed through the Statistical Package for the Social Sciences to obtain statistical frequencies, histograms, and other descriptive information.

Non-Respondents

Statistical analysis of the random sample of non-respondent schools indicated 127 schools were open, with a total enrollment of 12,792 students. Sixty-three of these institutions offered programs in Certification Preparation, 43 programs in Designated Creative Activities, and 21 offered programs in either Technologies, Trades, Paraprofessional, Business, Skilled Clerical, or General and Others programs.

The synthesis of the results of both surveys indicated that there were approximately 216 proprietary schools in the State of Georgia, and that the total enrollment of these schools was 24,164.